DOCUMENT RESUME

ED 385 701 CE 069 579

TITLE	Adult Education and Family Literacy Reform Act. Hearing on S. 797 Authorizing Funds for Fiscal Years 1996 through 2005 to Improve and Reform Literacy Services for Adults and Families, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session.
INSTITUTION	Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO	ISBN-0-16-047428-0; Senate-Hrg-104-79
PUB DATE	19 May 95
NOTE	96p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Literacy; Educational Legislation; Family Involvement; *Federal Legislation; *Literacy Education; *Parent Child Relationship; Program Improvement
IDENTIFIERS	Congress 104th; *Family Literacy; Proposed Legislation

ABSTRACT

This Congressional hearing discussed the issue of reform of adult education and family literacy legislation. Testimony includes oral and written statements of U.S. senators and individuals representing the following: U.S. Department of Education; National Institute for Literacy; Dallas Can! Academy, Dallas, Texas; Pima County Adult Education, Tucson, Arizona; Delaware Department of Adult Education; and Central Vermont Adult Basic Education, Inc. The hearing focused on how the Federal Government, state governments and the private sector can improve the adult education delivery system. What are the goals for adult education? The three most important outcomes desired are: (1) increasing the number of high school diplomas or competencies for those who did not complete high school initially; (2) improving literacy skills, particularly by emphasizing the importance of literacy skills for parents; and (3) enhancing economic growth--productivity--so that all members of the workforce possess the necessary basic skills. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

S. HRG. 104–79

ADULT EDUCATION AND FAMILY LITERACY REFORM ACT

ED 385 701

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HEARING

BEFORE THE

SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

ONE HUNDRED FOURTH CONGRESS

FIRST SESSION

ON

S. 797

AUTHORIZING FUNDS FOR FISCAL YEARS 1996 THROUGH 2005 TO IMPROVE AND REFORM LITERACY SERVICES FOR ADULTS AND FAMILIES

MAY 19, 1995

Printed for the use of the Committee on Labor and Human Resources

U.S. GOVERNMENT PRINTING OFFICE
91-021 CC WASHINGTON : 1995

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-047428-0

CE069579

BEST COPY AVAILABLE

COMMITTEE ON LABOR AND HUMAN RESOURCES

NANCY LANDON KASSEBAUM, Kansas, *Chairman*

JAMES M. JEFFORDS, Vermont	EDWARD M. KENNEDY, Massachusetts
DAN COATS, Indiana	CLAIBORNE PELL, Rhode Island
JUDD GREGG, New Hampshire	CHRISTOPHER J. DODD, Connecticut
BILL FRIST, Tennessee	PAUL SIMON, Illinois
MIKE DeWINE, Ohio	TOM HARKIN, Iowa
JOHN ASHCROFT, Missouri	BARBARA A. MIKULSKI, Maryland
SPENCER ABRAHAM, Michigan	PAUL WELLSTONE, Minnesota
SLADE GORTON, Washington	

SUSAN K. HATTAN, *Staff Director*
NICK LITTLEFIELD, *Minority Staff Director and Chief Counsel*

SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES

JAMES M. JEFFORDS, Vermont, *Chairman*

NANCY LANDON KASSEBAUM, Kansas	CLAIBORNE PELL, Rhode Island
DAN COATS, Indiana	EDWARD M. KENNEDY, Massachusetts
JUDD GREGG, New Hampshire	CHRISTOPHER J. DODD, Connecticut
BILL FRIST, Tennessee	PAUL SIMON, Illinois
MIKE DeWINE, Ohio	TOM HARKIN, Iowa
JOHN ASHCROFT, Missouri	BARBARA A. MIKULSKI, Maryland
SPENCER ABRAHAM, Michigan	PAUL WELLSTONE, Minnesota
SLADE GORTON, Washington	

PAMELA K. DEVITT, *Staff Director*
DAVID V. EVANS, *Minority Staff Director*

CONTENTS

STATEMENTS

FRIDAY, MAY 19, 1995

	Page
Jeffords, Hon. James M., a U. S. Senator from the State of Vermont, opening statement	1
Kappner, Augusta, Assistant Secretary for Vocational and Adult Education, U.S. Department of Education, Washington, DC; and Andrew Hartman, Executive Director, National Institute for Literacy, Washington, DC	5
Prepared statements of:	
Ms. Kappner	8
Mr. Hartman	16
East, Grant, president, Dallas Can! Academy, Dallas, TX; Greg Hart, director, Pima County Adult Education, Tucson, AZ; Fran Tracy-Mumford, State Director of Adult Education, Dover, DE, accompanied by James Harrison, Georgetown, DE; and John W. Stuck, service training coordinator, Executive West Hotels, Louisville, KY	25
Prepared statements of:	
Mr. East (with attachments)	28
Mr. Hart (with attachments)	57
Ms. Tracy-Mumford	67
Mr. Stuck	73
Pell, Hon. Claiborne, a U.S. Senator from the State of Rhode Island, prepared statement (with attachment)	81
Leahy, Mary H., CVABE executive team member and literacy teacher, Central Vermont Adult Basic Education, Inc., prepared statement	90

ADDITIONAL MATERIAL

Charts:	
High School Graduates Are Unable To Perform Basic Tasks, from the National Center for Education Statistics, 1993 (Chart A)	2
More Than Half A Trillion Dollars in GDP Is Lost Per Year, from the Department of Education (Chart B)	3

ADULT EDUCATION AND FAMILY LITERACY REFORM ACT

FRIDAY, MAY 19, 1995

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES, OF
THE COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The committee met, pursuant to notice, at 9:35 a.m., in room SD–430, Dirksen Senate Office Building, Senator James A. Jeffords (chairman of the subcommittee) presiding.

Present: Senators Jeffords and Pell.

OPENING STATEMENT OF SENATOR JEFFORDS

Senator JEFFORDS. This hearing of the Subcommittee on Education, Arts and Humanities with respect to adult education is called to order.

Senator Pell, who desired very much to be with us, is unable to be here at the onset, but he will hopefully arrive later today. We have the budget on the floor, which is of some interest to people, especially in the area of education, and thus members may come in and out during the course of the morning.

I want to get moving, though, right away, because all of us have a busy day today. We have some excellent witnesses, and I look forward to hearing from them.

Earlier this week, the United States Bureau of Census released a report which states that increasing workers' education produces twice the gain in workplace productivity than tools and machinery. This information is crucial for members to ponder as Congress considers legislation to slash educational funding under the guise of deficit reduction. As I have said all along, investing in education is the only feasible approach to digging us out of our debt crisis, and more importantly, to ensure that we have an increasing standard of living for the people of this Nation instead of a decreasing standard of living, which has occurred over the last 20 years.

In a week which we have been inundated with budget numbers, numbers will determine America's economic future and perhaps also its role as a world leader. It is appropriate that we conclude by holding a hearing on adult education.

It is crucial to emphasize the importance and value of education at every age. It is not only the key to personal success but to the continued success of our democracy.

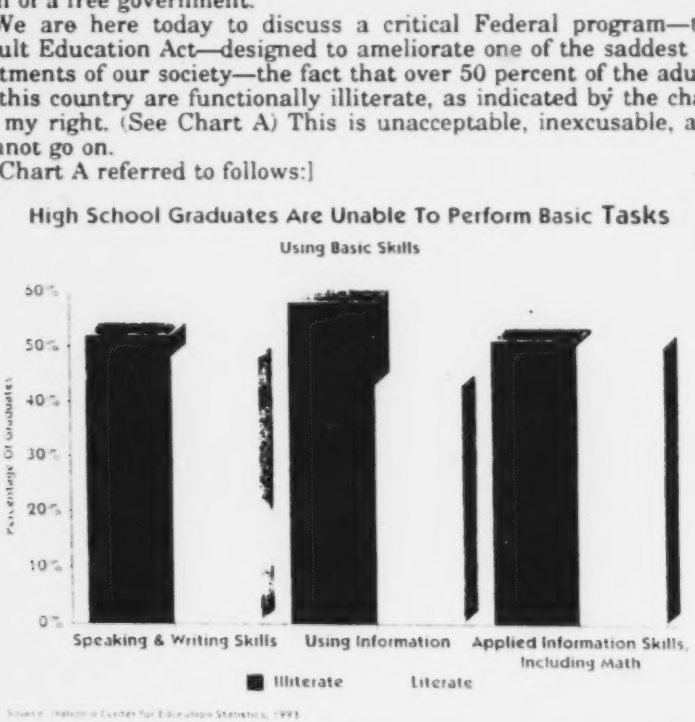
During the coming budget debate, for example, both Republicans and Democrats will make outrageous claims about the potential ef-

fects of cuts as we balance our budget. How will Americans know how to parse out the good information from the bad and make intelligent choices about their leaders if they are not able to read, write, or think critically?

I think that Sam Houston summarized this thought best when he said, "The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government."

We are here today to discuss a critical Federal program—the Adult Education Act—designed to ameliorate one of the saddest indictments of our society—the fact that over 50 percent of the adults in this country are functionally illiterate, as indicated by the chart on my right. (See Chart A) This is unacceptable, inexcusable, and cannot go on.

[Chart A referred to follows:]



These people cannot write a brief letter about an error made on a credit card bill, use a detailed bus schedule, or calculate the difference between a regular and sale price from an advertisement.

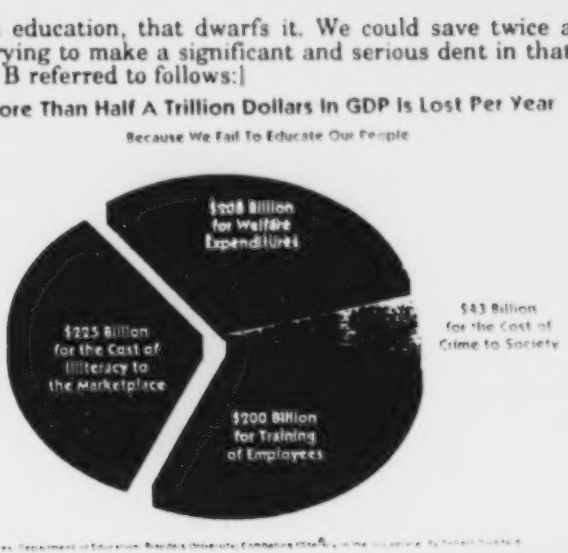
Almost one-quarter of all adults in America cannot even locate a piece of information from a sports article, find a particular intersection on a street map, or calculate total purchase costs from an order form.

These uncomfortable realities affect tens of millions of Americans, their self-esteem, and their ability to function in and contribute to society.

In the aggregate, these problems create an immeasurable drag on social stability and on our competitiveness in the international economy. As you can see from the next chart, the cost of illiteracy to the marketplace, to our society, is $225 billion—that is $225 billion—each year. (See Chart B) And when you think of what we

spend on education, that dwarfs it. We could save twice as much by just trying to make a significant and serious dent in that aspect.

[Chart B referred to follows:]


More Than Half A Trillion Dollars In GDP Is Lost Per Year
Because We Fail To Educate Our People
$208 Billion for Welfare Expenditures
$43 Billion for the Cost of Crime to Society
$225 Billion for the Cost of Illiteracy to the Marketplace
$200 Billion for Training of Employees

In addition, as you will see, that chart shows that the total drag on our economy because of education inefficiencies and ineffectiveness is somewhere near half a trillion dollars, to say nothing of the fact that the loss to revenue by having nontaxpayers is another $125 billion.

My point is that as we go into the budget debate, it is counterproductive to cut those things which are going to increase your social costs and decrease your revenues.

The purpose of the Adult Education Act is to provide support for education programs geared toward out-of-school youth age 16 and above and adults to acquire the necessary oral and written competencies that are essential to not only the workplace but also everyday living and functioning in our society.

Adults enter adult literacy programs for a number of reasons, some of which are economic and some of which are not. While one person might be unemployed and enter a literacy course to improve his or her employability status, another might already have a job and might be seeking to enhance his or her general workforce skills. A third might wish to improve his or her literacy skills to help their children with their school work.

In 1993, for example, 3.8 million students participated in adult education programs. Almost 300,000 passed the GED test or received a high school diploma. More than 227,000 gained employment or advanced in the workforce due to adult education. Another 30,000 were removed from public assistance, 39,000 registered to vote for the first time, 11,000 obtained citizenship, and almost 200,000 entered another education or training program.

Total funding for fiscal year 1995 for Federal adult education programs is $302.3 million, but only one-half of those individuals seeking adult education services receive them. This statistic does not even include the thousands of individuals who need services

but do not know how to seek those services—and I would say millions here, rather than thousands, because we have somewhere around 80 million people who are either functionally illiterate or illiterate. And you will remember that Goals 2000 says that by the year 2000, every one of those 80 million will be literate. So if we are really serious about reaching those goals, we obviously have a long way to go.

The Federal Government has been a leader in emphasizing the importance of literacy and skills necessary for successful performance in society and a high quality of life, and it must continue to provide leadership in establishing policies and programs which support an effective adult education delivery system.

The existing adult education program, which we will examine in great detail today, is an outstanding example of how Government, the private sector, and an extensive network of volunteers can maximize their resources in delivering critical adult education services.

Participants in this effort range from renowned people such as former First Lady Barbara Bush and the very famous cookie manufacturer, Wally Amos, to church leaders and thousands of unsung heroes who volunteer their time through religious organizations and other civic entities to accomplish the important goal of a literate society.

To the surprise of none, let me praise those in my own State of Vermont, where a number of nonprofit and volunteer agencies deliver adult education services. One example is Central Vermont Adult Basic Education, a nonprofit organization which provides free literacy instruction to individuals in three counties. This organization has been in business for nearly 30 years. Its annual enrollment is between 700 and 900 adults who receive basic literacy skills and study for their GED, or who study English as a second language. It is supported by $690,000 Federal dollars and resources from the Vermont Department of Education, local governments, private fundraising, and most importantly, a volunteer corps which numbers over 400.

This hearing today will focus on how the Federal Government, State governments and the private sector can improve the adult education delivery system. For us to determine the appropriate roles, it is important first to discuss what our goals for adult education should be. The three most important outcomes from my perspective are as follows: 1) increasing the number of high school diplomas or competencies for those who did not complete high school initially; 2) improving literacy skills, particularly by emphasizing the importance of literacy skills for parents, and 3) enhancing economic growth—that is, productivity—so that all members of the workforce possess the necessary basic skills.

Senator Kassebaum is currently drafting a proposal which will require improved coordination between adult education and vocational education and job training. Coordination among these programs should be a priority. Under a coordinated system, once adults receive the necessary literacy services and other skills through an adult education program, their learning cannot and should not cease. Graduates of adult education programs should then be encouraged to pursue job training activities.

I look forward to hearing from the witnesses this morning. They will give us a good idea of what ought to be done and what is being done.

As our first witness, we are honored to have Dr. Augusta Kappner join us after recently testifying on vocational education, where she did an excellent job with respect to that issue.

Dr. Kappner is assistant secretary for vocational and adult education for the U.S. Department of Education. She has held a number of distinguished positions in New York City's higher education system, both as a college president and dean of adult and continuing education. This summer, Dr. Kappner will return to the academic world and become president of Bank Street College.

I would like to take this opportunity to thank her for her hard work at the Department of Education, and I wish her the best in her new endeavor and hope she will continue to be as invaluable a resource as she has been as we move ahead in our efforts to reenergize our vocational and adult education programs.

Thank you for coming, and please proceed.

STATEMENTS OF AUGUSTA KAPPNER, ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, DC; AND ANDREW HARTMAN, EXECUTIVE DIRECTOR, NATIONAL INSTITUTE FOR LITERACY, WASHINGTON, DC

Ms. KAPPNER. Thank you very much, Senator Jeffords, both for those very kind words and most of all for your opening statement, which displayed such an understanding of what needs to happen in education in this country, and for the opportunity to be here and discuss the administration's proposal, the Adult Education and Family Literacy Reform Act of 1995.

I would also like to thank Senator Kennedy in his absence for introducing that bill, which is S. 797, which was introduced in the Senate on May 11.

The bill that we have introduced is our response to the needs of students and educators of adult education and family literacy programs. As we prepared for the reauthorization of the Adult Education Act, we invited the public to tell us about their experiences, and we heard from over 5,000 individuals and learned a great deal, and we used a great deal of that response in developing our bill.

We heard from countless individuals who talked about how adult education and literacy had enabled them to better their lives and better the lives of their children. We heard many, many moving success stories from individuals, from students, and there are many students in this room today who I am sure have similar success stories.

We do not often, though, or at least as often, hear the stories of the educators who devote their lives to trying to provide these opportunities for adults to achieve their learning objectives and to triumph in their personal goals. As you have noted, there are over 100,000 teachers working in about 3,500 organizations that provide adult education and literacy services, at over 30,000 locations, which are schools, colleges, and community agencies across the United States.

Adult education programs, as we know, often operate on a shoestring. State educational agencies rely very heavily on the leadership of the Department of Education and the National Institute for Literacy, for research, for technical assistance, and for the funds for program improvement. Many local programs are very dependent on Federal adult education grants for the vast majority of their funding.

As we talked to people across the country, program staff told us that their State departments of education need financial assistance to create professional development opportunities. Only about 10 percent of adult education teachers have full-time status with any job security or benefits. Local program directors told us that they need funds to offer counseling, job assistance and child care in order to improve the retention of their students. They told us that technology can eliminate some of the barriers that students face, such as the lack of child care and transportation, and help them to reach adults in rural areas and allow students to progress at their own pace.

State and program staff asked us for flexibility to determine the focus of their programs to meet the local needs that they must meet.

As you have so eloquently pointed out, we do have a literacy crisis in America, and we must make some changes to address that crisis. In the 1992-93 school year, adult education did serve almost 4 million students, but that truly was a small percentage of those who were in need. Some did come to learn to read to their children, some to improve their skills for job reasons, and some to advance their careers. About 38 percent were between the ages of 16 and 24, and each year 300,000 individuals complete a high school equivalency.

We know what contributes to the success of adults in literacy programs. Program evaluators and program staff show us that resources and technical assistance make a difference. On innovative approach to improving participation and retention rates is workplace literacy, which has been federally funded through national demonstrations. These workplace literacy programs teach basic skills in classes which are tailored to meet work-related skill needs and usually at the work site. Workplace literacy is one method which can eliminate barriers to participation and make education more meaningful.

Elco Industries in Rockford, IL, for example, offers its employees more than 60 courses ranging from English literacy and GED preparation to technical job-related courses.

Our proposal, the Adult Education and Family Literacy Reform Act, would streamline the major Federal literacy programs, including the Adult Education Act and Even Start, and many small setasides into one coherent act. A national leadership authority would make it possible for the Department to continue to support professional development, the advancement of technology, and research.

Our proposal adheres to the following principles—the principles of streamlining, State flexibility, accountability for results, targeting to the States and local areas with the greatest needs, improving consumer choice among educational and employment opportunities, and promoting quality in many ways.

Let me share some of the details of that proposal. First, we would streamline about a dozen current State and local adult and family literacy grants into a single, $479.5 million grant program, administered by one or more State educational agencies. The Federal share of the funds for each State's program would be no greater than 75 percent.

Second, our bill would target funds to State and local areas with the greatest need. The new funding formula would distribute 50 percent of the funds based on the adult education target population and 50 percent based on the number of adults living in poverty. States would be required to give preference for funding to those applicants that serve areas with the highest concentration of educationally and economically disadvantaged adults.

Third, a 5-year plan would describe the State's assessment of its needs and how it will use its Federal funds to establish, improve and expand literacy programs.

Fourth, because the Even Start program shows such exceptional promise, our proposal requires that at least 25 percent of the funds that each State sub-grants to local agencies be devoted to Even Start family literacy projects. This rule could be waived if the State was already meeting its family literacy needs in an exemplary way.

Fifth, the proposal would encourage States to monitor program quality and support improvements in program access, in retention of students, and in results by requiring that States give priority to the factors that create high-quality programs.

Sixth, the bill would also give priority to programs that establish links with other agencies and services, such as social services agencies and the one-stop career centers. We need to maximize all of our resources and make sure that those in adult literacy have access to good job training information.

Seventh, we would ensure that increased program accountability occurs by requiring States, in consultation with adult education and literacy agencies and organizations, to set performance goals for the achievement of literacy program participants. States would assist their local programs if they were not meeting the performance objectives; the State would have the role of helping them to improve their services.

Eighth, the bill would create new incentives for improving programs and ensuring student success. Beginning in 1998, States and the Secretary of Education would be authorized to provide financial incentives or awards for excellence to exemplary programs.

Ninth, our bill would authorize States to use up to 10 percent of their funds for professional development, curriculum dissemination and monitoring and evaluating of local programs and other quality-building efforts. We feel it is important that the State have a leadership role in doing this.

Finally, we would build our capacity in the Nation to provide adult education through national research, technical assistance, evaluation, and professional assistance. This would include continued support for the National Institute for Literacy.

We have put much work into this proposal, and we are ready to continue that work by working with this subcommittee to have the very best that can be created to improve our adult education and family literacy system.

Thank you for this opportunity to be here today.
[The prepared statement of Ms. Kappner follows:]

PREPARED STATEMENT OF AUGUSTA SOUZA KAPPNER

Chairman Jeffords, Senator Pell, and members of the subcommittee, thank you for the opportunity to discuss the "Adult Education and Family Literacy Reform Act of 1995"—the Administration's proposal to make Federal assistance for adult education and family literacy more flexible and effective. I would like to thank Senator Kennedy for introducing the bill, S 797, on May 11, 1995.

This bill is our response to the needs of the students and educators of adult education and family literacy programs. In preparation for the reauthorization of the Adult Education Act, the Department of Education invited the public to tell us about their experiences. We learned a great deal. We received letters and testimony from more than 5,000 people. Six hundred teachers, State administrators, employers, and adult learners journeyed to five cities to offer their ideas. We heard many poignant and inspiring stories and met many dedicated and courageous people.

Among the learners were a group of welfare mothers participating in adult education as part of their course of studies to reenter the labor market. These women boarded buses at 3 am. in Bangor, ME, in order to come to the Boston hearing and tell us what a difference adult education had made in their lives. A young mother from Kansas described adult education as her second chance at a better life. Having earned a high school equivalency diploma, she plans to go on to college. Her greatest satisfaction is best described in her own words: "Now I can give my son and myself a better life. I know I can do it, and a positive mother makes a positive family." A 50-year-old high school graduate told us how he could not read when he enrolled in adult basic education classes in order to keep his job when his plant installed some new technology. Through a program of individual and computer-assisted instruction, he learned to read. He even received a promotion at work.

We have all heard such moving success stories about literacy programs. We do not hear as often the stories of the educators who devote their lives to providing opportunities for adults to achieve their learning objectives and triumph in their personal goals. There are over 100,000 teachers working in about 3,500 organizations providing adult education in an estimated 30,000 locations, including schools, colleges, and community agencies. At our hearings, we met many of these educators. Their stories are moving, too. Adult education programs often operate on a shoestring. State educational agencies rely on the leadership of the Department of Education and the National Institute for Literacy for research, technical assistance, and funds for program improvement. Many local programs are dependent on the Federal adult education grant for the vast majority of their funding. They have unmet needs for the professional development, technology, and supportive services that could help their clients continue their studies and succeed.

Program staff told us that their State Departments of Education need financial assistance with the training of adult education teachers as well as for hiring more full-time instructional personnel. Only about 10 percent of adult education teachers have full-time status with any job security or benefits. The majority of programs rely heavily on volunteer tutors to supplement their staff. Participants in the hearings expressed overwhelming support for Federal assistance for State leadership activities. For example, one State's staff explained that through the current State adult education grant, teachers and administrators have the funds necessary to develop instructor training materials and videos, and new instructional materials and approaches.

Local program directors told us they need funds to offer counseling, job assistance, and child care in order to improve client persistence. Many reported not having the resources to provide full-time programming, which would allow students to achieve their goals in a timely manner, nor a sufficient number of counselors and other support services staff.

State and program directors had much to say about technology. They told us how it eliminates some of the barriers that impede student success, such as child care and transportation problems. They reported that technology is highly effective in reaching adults in rural areas. They also appreciated the way that technology allows students to progress at their own pace and meet their individual goals.

So many of the programs cannot afford to do all they want to in order to support their clients' efforts to master literacy skills. Program directors told us that they need increasing flexibility to use their dollars efficiently to meet the challenges that confront them. We heard that set-asides and limitations in the Federal programs are often ineffective—they create additional State administrative costs and duplicative administrative functions. State educational agency and program representatives

asked for flexibility to determine the focus of their local programs based on local needs assessments.

We have a literacy crisis in America. The 1993 National Adult Literacy Survey found that more than 20 percent of adults performed at the lowest level of basic skills—roughly at or below a fifth-grade level in reading and math. This is far below the level needed for effective participation in job training or high-wage occupations, or for parents to be their children's most important teachers. Literally millions of young adults under the age of 24 are out of school and have not completed high school or the equivalent. Many of these disadvantaged adults will turn to the adult education system to complete their high school education and start on the path to postsecondary education, better jobs, and more effective parenting.

In the 1992–93 school year, adult education served almost 4 million customers. Some came to learn to read to their children, some to improve their skills so they can get a job, and some to advance in their careers. About 34 percent were enrolled in adult basic education, 26 percent in adult secondary education programs leading to a GED or high school credential, and 40 percent in English language programs. About 38 percent were young people between the ages of 16 and 24. Each year, more than 300,000 individuals complete a high school diploma or general equivalency degree through these programs.

Solid basic skills are essential building blocks for more advanced learning, job training, career opportunities, citizen involvement, and effective parenting. Adults with low literacy levels are more likely than the general population to be unemployed, in poverty, on welfare, or in prison. The lack of literacy skills not only affects adults, it also affects the education and life prospects of their children.

We know what contributes to the success of adults in literacy programs. Program evaluation findings, routinely confirmed by the stories of adult educators, show that resources and technical assistance matter. Relatively long-term participation, the availability of support services, instruction in the context of students' interests and needs, and the use of appropriate advanced instructional technology appear to contribute to participants' success. Adults who complete a basic skills curriculum of at least 100 hours demonstrate significant improvement in basic skills.

Follow-up studies of individuals who leave adult education programs before completing show that many leave for reasons unrelated to the program. Most leave because of changes in their employment situation. Some say they simply could not manage classes and family responsibilities; others cite transportation or child care problems. Support services, the improved use of technology, flexible scheduling, and expanded access can help retention in adult education.

One innovative approach to improving participation and retention rates is workplace literacy, which has been federally funded through national demonstrations. Workplace literacy programs offer adults opportunities to master basic skills necessary for job training and career opportunities in classes tailored to meet their work-related skill needs, usually at their place of employment. Workplace literacy can eliminate barriers to participation and make education more meaningful.

Elco Industries in Rockford, IL is a company that recognizes the importance of workplace literacy. Elco offers its employees more than 60 courses ranging from English literacy, GED preparation, and basic literacy to technical job-related courses. Over the past four years, this program has provided 12,000 to 15,000 hours of employee instruction annually, enabling the company to meet its customers' quality standards, earn a sizable profit, and avoid general layoffs. The convenience of on-site instruction improves partitipation. Elco is an example of how States are using their adult education basic grant funds to support workplace literacy.

The National Education Goals state that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. Other Goals are that all children in America will start school ready to learn and that the Nation will achieve a 90 percent graduation rate. If we are going to address the literacy crisis in America and achieve these goals, the Department of Education must continue to provide the leadership and the technical assistance to States and the field that supports the improvement and capacity-building of these essential programs.

The President's GI Bill for America's Workers proposed streamlining Federal assistance for adult education and training. The Administration's "Adult Education and Family Literacy Reform Act" would consolidate the major Federal literacy programs and many small set-asides into one coherent act. The State and local programs under the Adult Education Act, including those in the National Literacy Act of 1991, Even Start family literacy, library literacy, and the Job Training Partnership Act set-aside for education are included in the proposed State grant. A national

leadership authority would make it possible for the Department to continue to support professional development, the advancement of technology, and research.

Our proposal adheres to the following principles:

- Streamlining. Federal programs should be streamlined and free of unnecessary requirements.
- Flexibility. States should have the flexibility to fund those programs that meet their unique needs and to coordinate resources in comprehensive programs.
- Accountability. The Federal investment should create a performance partnership with States and local agencies—focusing on program results and accountability for performance through the development of State indicators of program quality and student success, and the evaluation of services.
- Targeting. Funds should be targeted to the States and local areas with the greatest need for adult education and family literacy services.
- Consumer Choice. Individuals should have good information about educational and employment opportunities and the knowledge and skills needed for work, job training, and future learning.
- Quality. Programs should build on what we know about quality programs—encouraging the use of technology, support services, links with community services, and staff development. A national capacity-building effort should support program improvement.

As you know, the Administration proposes to link family literacy and adult education by making family literacy an allowable use of the new State grant and requiring that a minimum of 25 percent of that grant support Even Start projects. I would like to take a minute to tell you why we believe it is important to connect adult education and family literacy efforts.

The success of family literacy programs lies in educating adults so that they can have a positive impact on the education of their children. There is a direct correlation between the literacy skills of parents and those of their children. From research we know that reading out loud to children is the single most important thing adults can do to ensure their later success in reading. When parents and children participate together in literacy programs, the parents improve their parenting skills and become more involved in their children's education. In addition, evidence suggests that adult education programs that incorporate family literacy have higher retention rates than traditional adult education programs.

There are some outstanding examples of programs that combine adult education and family literacy. The Decker Family Development Center in Barberton, OH is a collaborative effort of the University of Akron, the Barberton City Schools, and the Children's Hospital Medical Center of Akron, in conjunction with 18 support agencies. The Decker Center is a one-stop family support, early childhood intervention, and adult education program. The Center currently serves 335 parents and their 455 preschool children and is supported by Even Start and adult education funds. Our proposal to authorize Even Start family literacy and adult education in the same act would create new connections. For example, we propose a coherent State assessment of the need for both types of services and a single State plan, as well as one source of Federal funds for both. We expect this will make it easier for the Decker Center to utilize Federal resources in its comprehensive programs and encourage many more communities to follow the example.

I now want to share some of the details of our proposal.

First, we would consolidate current State and local grants for adult education and family literacy into a single $479.5 million grant program administered by one or more State educational agencies. Funds would be available to support the range of services now funded by the separate programs. Libraries, workplace literacy consortia, and job training agencies would be eligible to receive grants from their States, along with schools, colleges, and community-based organizations. The Federal share of the funds for each State's programs would continue to be no greater than 75 percent, with States and localities contributing an additional 25 percent or more.

Second, our bill would target funds to States and local areas with the greatest need for adult education and family literacy services. A new funding formula would distribute 50 percent of the funds based on the adult education target population and 50 percent based on the number of adults living in poverty. States would be required to give preference for funding to those applicants that serve areas with the highest concentrations of educationally and economically disadvantaged adults.

Third, States would identify the unique needs of their adults and families for literacy services and target their Federal funds on meeting those needs. A five-year State plan would describe the State's assessment of its needs and how it will use its Federal funds to establish, improve, and expand adult education and family literacy services. Plans would describe how States intend to direct funds to services that are high quality and lead to substantial learning gains for participants.

BEST COPY AVAILABLE

Fourth, the proposal requires that at least 25 percent of the funds that each State subgrants to local agencies be devoted to Even Start projects. However, if a State is already meeting the family literacy needs of its residents, the Secretary could waive or modify this requirement. Even Start and other family literacy projects integrate adult education, parenting education, and early childhood education into a unified set of services and activities. These projects are relatively new and not well established in many States. We want to encourage the continued support of Even Start projects and promote the expansion of family literacy models. Support for Even Start family literacy for migratory and Indian families would continue.

Fifth, the proposal would encourage the States to monitor program quality and support improvements in program access, retention, and results by requiring States to give priority to adult education and family literacy programs with characteristics often found in high-quality programs. These include programs that are built on a strong foundation of research and effective educational practices, employ advances in technology and contextual learning, and are staffed by well-trained instructors, counselors, and administrators. Programs that are of sufficient intensity and duration for participants to achieve substantial learning gains, and that help people attend and succeed through support services and flexible schedules, are also identified as priorities in our proposed legislation.

Sixth, the bill would also give priority for Federal funding to programs that establish links to other agencies and services, including schools, job training programs, social service agencies, and the career information and referral networks of one-stop career centers. Even Start projects are an example of how agencies work together to provide comprehensive services. Linkages support comprehensive service by improving information about, and access to, adult education and family literacy programs, and helping the customers of those programs make transitions to further education and employment.

Seventh, we would ensure increased program accountability by requiring States, in consultation with adult education and literacy agencies and organizations, to set performance goals for the level of achievement to be attained by participants in adult education and family literacy programs. States would also identify performance indicators that they and local agencies would use to assess programs progress toward the goals. These indicators would include achievement of literacy skills, attainment of a high school diploma or its equivalent, entry into postsecondary education, job training, or employment and, for children in family literacy programs, successful transition to school. These State performance goals and indicators build on existing indicators of program quality that all States have developed in recent years. States would assess the quality of programs and provide assistance to improve services in programs not meeting the performance objectives.

Eighth, as one of the Administration's proposed "Performance Partnerships," the bill would create new incentives for improving programs and ensuring student success. Beginning in 1998, States would be authorized to use up to 5 percent of their Federal grants to provide financial incentives or awards to local programs. The awards would recognize exemplary program quality, innovation, and services or activities to very needy or hard-to-serve groups. Programs and activities would be judged "exemplary" based on State-established goals for program participants and completers. Also beginning in 1998, the Secretary would be authorized to use up to 5 percent of appropriated funds for performance awards to States that have demonstrated exemplary progress toward their goals.

Ninth, our proposal would help States improve the quality of instruction in adult education and family literacy programs. We would establish a priority for funding those programs that educate adults to challenging standards and encourage States to target funds to local projects that perform well on the State quality indicators. In addition, States would be authorized to use up to 10 percent of their funds under the act for State leadership activities that improve programs, such as professional development, curriculum dissemination, and monitoring and evaluating local programs. Other quality-building efforts, such as the establishment of State standards for literacy programs, integration of literacy instruction and occupational skills training, and operation of State or regional literacy resource centers, could be supported with State leadership funds.

Finally, we would build the Nation's capacity to provide adult education through national research, technical assistance, and evaluation efforts. National leadership activities would also include support for professional development and the dissemination of the products of research and development to the field. We also will promote the development of challenging State standards for adult education, including standards for the GED. Under the national leadership authority, the Secretary would continue to support the National Institute for Literacy. We believe the Insti-

tute is a very effective mechanism for coordinating and linking literacy activities at the national, State, and local levels.

Our goal is to facilitate the stable growth and improvement of adult education and family literacy programs. We believe that continued Federal support is essential to the growth and improvement of adult education, Even Start, and other family literacy programs. We are confident that our proposal would help the Nation reach its goal of literacy for all Americans.

We stand ready to work with the subcommittee on legislation that will advance and improve adult education and family literacy. Thank you again for the opportunity to appear before you. I will be happy to answer any questions that you may have.

Senator JEFFORDS. Thank you very much, Dr. Kappner. Before asking you questions, I want to bring to the table Dr. Andy Hartman, the executive director of the National Institute for Literacy.

I must admit that I have some prejudice in introducing Andy because I have had the pleasure and honor of knowing him since his first day on Capitol Hill. He worked with me when I was ranking member of the House Education and Labor Committee. I am glad to see that he has gone on to bigger and better things. In 1992, Dr. Hartman was the recipient of the Advancement of Literacy Award.

Andy, I deeply appreciate your being here. You have been invaluable to me over the years, and I look forward to your testimony.

Mr. HARTMAN. Thank you, Senator and Mr. Chairman. I mentioned before the hearing that I came to Washington with my belongings in my car and was walking the halls of Congress, and I appreciated the real honor of working with you since 1983, and it has been great working with you and also following your career now in the Senate, really protecting education and speaking up for both the funding and the ideas of why it is so important for the Federal Government to be involved. So thank you very much. It is really an honor to be here with you today.

Currently, I have gone on to—I do not know about bigger and better—but other things, and I am now the director of the National Institute for Literacy. The Institute was created in 1991 with the National Literacy Act, which is legislation that went through this committee and the House Education Committee and passed with a lot of strong bipartisan support and was signed into law enthusiastically by then President Bush.

Part of the National Literacy Act created the Institute for Literacy, which really came out of a demand and a need in the field to create a national focus on dissemination, research, development, coordination, collaboration—a lot of the issues that I think Congress is talking about right now.

I think this is obviously a pivotal hearing in terms of the timing. As you mentioned, the budget is on the floor of the Senate today, the House has passed it, and the House and Senate are looking at reauthorization. And I know that all of you are going to be making very difficult decisions about what is the critical Federal role and interest these days, and what can the Federal Government continue in and what do they possibly need to divest themselves of.

I would argue that adult education and literacy is a critical and vital area for continued Federal interest and to continue it if not to strengthen it.

However, I would also agree with what Dr. Kappner and what Senator Kassebaum and others are trying to do in their legislation, which is that I do not think you will hear anybody in the field talk-

ing about maintaining the status quo or just putting more money into what we are doing now. I think everybody, including local practitioners, students, administrators, State and Federal officials, as well as the Congress, wants to change the program, and I think there is, frankly, a lot of consensus about what those changes should be.

I would like to try to make three main points in my remarks this morning. One is that I would like to talk a little bit about what is this field of adult education that we talk about, what do those words mean, and try to put a little bit of meat on the bones of those words. Second, I will discuss what is the State of the adult education and literacy field today in 1995, and finally, what are the specific critical Federal roles and interests that need to be continued and in fact strengthened with, hopefully, a revised and reformed Federal involvement in adult education.

So let me start with the first point—what is the system of adult education. The reason I think it is important to talk a little bit about that is because unlike elementary and secondary education, or higher education, which many of us have had personal involvement with either through our children or ourselves, very few of us in the room today—although more in the room today than often, because we have a class of adult education students in the back of the room—very few people have had direct involvement with this system. They have never really been through it, and they do not know anyone who has been through it, and so often there are misunderstandings about it and I think stereotypes that do not quite fit the reality.

First, while the program is called the Adult Education Act system, it mainly serves young adults—I think Dr. Kappner referred to this. About 58 percent of the students in the program are younger than age 31; they are between the ages of 18 and 31. So we are really talking in many cases about young adults, as you were saying, who have dropped out of school, realize what problems that has created, as you have shown on your charts, and are trying to get back into the system through education. Many of these young people are also the parents on welfare who are going to be required to go back to work. That is a subpopulation of this group.

Second, over half of the participants in this system are working. So this is not just a poverty program or a program for people trying to get their first job or step back into the system. Most of the people are working, blue-collar workers, who—as in the national employment survey that you referred to in your opening comments—are finding what the research is also showing, that education pays. And as you said, this report showed that 1 year of additional education increased wages 8 percent. We have actually known that for a while from the Census Bureau. The new information was that on the other side of the equation, it improves productivity about the same, 8 percent. So it is a double payoff both for the employer and the employee.

The third thing about the system, however, is that while it does have this economic payoff, everybody does not come for employment gains. People come for lots of different reasons. People come to increase their ability to help their children in school, and be better

parents; people come to become citizens; people come for a variety of reasons, one of which is to improve their economic opportunities.

The other part of the system that I think people do understand, but maybe not quite the size of it, is the variety of providers. For example, in Vermont, I am sure in any one area of your State, there are churches, libraries, local education agencies, community colleges, and a variety of other organizations that provide services.

And finally, another point that Dr. Kappner made is that this system is largely staffed by part-time professionals and tutors. There is a very small number of full-time professional teachers, and that obviously raises lots of challenges in the field.

So this is different territory from the elementary, secondary and higher education fields—quite different.

Let me move on to what is the State of the field. This is really strong, and it is an exciting field to work with, the adult education and literacy field, because of this grassroots support. Almost every community, like in Vermont and all of the States represented on this committee, has a local literacy council that is made up of mayors, local business people, and prominent citizens. I know that in Vermont, the National Endowment for the Humanities is very involved in literacy as well. So there is a great deal of grassroots support.

However, on the other hand, when you put it all together, the Federal, State and local investments in it, it is still not very much money. In fact, the average spending per student is about $400. When you compare that to the elementary and secondary system—I think it is about $4,000 or $5,000 per student—you can see the dilemmas it creates by way of staff development, training, full-time professionals, and any other kind of quality improvement in the system.

At the same time this is happening, there is greater demand being placed on the system. For example, the greatest service being provided to JOBS recipients in welfare reform programs is adult education. About 25 percent of all JOBS recipients are in adult education programs. All of these people have come to these programs, often without funding from the JOBS program, and put increased demands on the adult education system—not only increased demands in terms of numbers, but increased demands in terms of results. These people, particularly if we put time limits on welfare, are going to have to go out and find jobs, so these programs are going to have to develop high-quality results.

So given this as the situation in the field, what is the role of the Federal Government? I think this is really critical if we are going to reach the kind of education goals and employment goals and economic goals this country has. I think in the Department's bill, what Senator Kassebaum is trying to do and what is going on in the House, there is a fair amount of consensus, even if different details.

First of all, I think the goals of the program really need to be sharpened and focused. You mentioned them—family, community, workplace. But I believe they should not be focused on one to the exclusion of the others. I think that a mother or a father staying at home, who has chosen not to work, but wants to improve his or her skills through literacy skills so they can help their children should be as eligible for these services as someone who wants to

get a better job. So I would try to focus what the purposes are, but not try to throw one piece out or the other. This program, I am afraid, does not fit neatly into any boxes.

I think Federal funds should also be focused to leverage quality at the local level. What is going on in elementary and secondary school reform, what the Federal Government is trying to do with Goals 2000, in terms of using its money to leverage quality results and to help local and State programs to improve their results, is exactly what the Adult Education Act could do in its own way.

Third, I think the Federal Government could start combining some of the small programs around adult education that were created over the years for really good reasons. The Federal Government has really led. With Even Start and workplace literacy, they have started wonderful little fires around the country, which have grown into part of the fabric of the literacy programs there. I think it is frankly time, because of the maturing of the field, that some of these can be folded back into a basic grant and those decisions made at the State and local levels, because the constituencies and the proof of the programs are already there.

Finally, I would argue to continue Federal support for the research, development, dissemination and leadership activities that were created in the National Literacy Act, as well as were going on before that. In the Department of Education, Dr. Kappner's office has money to do this kind of activity. The National Institute for Literacy is another part of this, as well as the State literacy resource centers that were created by the Literacy Act.

All of this creates the kind of infrastructure that the field frankly does not have without the Federal Government supporting it. So the Institute has been creating an Internet-based communication system to try to connect all of the different programs, whether they are libraries or school-based, all around the country so people can get the information and the best practices that they need so they can in fact meet the needs that are being asked of them.

We are also working with several States around the country, including many that are represented by members on your committee, to put into place performance-based, outcome-based management systems so that people know what they are getting from their investment in adult education. We are supporting a center to improve our knowledge about how to help adults with learning disabilities, which we believe is a large percent of the adults in these programs, to in fact be successful in the adult education system, so it is just not another experience for failure. And finally, we have been supporting a number of research and development projects around the country, trying to basically bring up the level of knowledge and then disseminate it.

In closing, I would urge you, Senator, to continue your support for this program. From your opening remarks, I can see that we are all going to be singing to the choir here, because we believe exactly what you stated in your opening remarks. It is going to be a very difficult time. There are many hard decisions being made at the Federal level, and budget priorities, but I hope you and the committee will continue on your course in supporting this important area.

Thank you.

[The prepared statement of Mr. Hartman follows:]

PREPARED STATEMENT OF ANDREW HARTMAN

Mr. Chairman. It is an honor to be asked to testify this morning on the critical subject of adult education and literacy. I am the Director of the National Institute for Literacy, a small federal agency established with bipartisan support as part of the National Literacy Act of 1991. The Institute is not a regulatory agency. It was created in response to state and local demand for national leadership to promote coordination, innovation, accountability, and improved literacy services.

This is a pivotal hearing because it comes at a time when the Congress is looking very carefully at all federal functions and determining which ones are so essential on a national scale that federal support should be continued. I believe that the federal role in literacy and adult education needs to be continued and, in fact, strengthened. However, this support must be focused to leverage better outcomes at the state and local level so adult education programs can fully contribute to building stronger families, workforce, and communities.

In the rest of my testimony I would like to convey three key points:

1) The words "adult education" and "literacy" include a very diverse group of clients and an equally diverse set of services that are generally not well understood. Adult students are overwhelmingly young, nearly half are working, and overall they have many different reasons for entering the educational programs.

2) The current adult education and literacy system struggles to encompass this diversity and provide high quality services that create opportunities for stronger families, better jobs, and strengthened citizenship. While the grass roots nature of this system is a source of strength, it also creates significant handicaps, such as fragmentation, lack of infrastructure, and limited financial support.

3) There is a vital federal interest and role in this area. Unless we have an effective system of adult basic education, we will not have every child ready to learn, all students achieving to high standards, out of school youth—including mothers on welfare—prepared for self-sufficiency, immigrants learning English and becoming citizens, or working Americans able to keep pace with changes in the economy.

What is this system we call "adult education and literacy?"

Unlike the other major parts of the American educational system—elementary, secondary, and postsecondary education—very few of us here today have had any direct experience with the system of adult education and literacy, and there may be misapprehensions about what it is and who it affects. As the committee contemplates changes in the federal role, I believe it would be useful to briefly review some of the system's most significant characteristics, many of which do not fit common stereotypes.

• *For the most part, those served in adult education are young adults.* Fifty-eight percent are between the ages of 16-31. Many of these are young people who dropped out of school and are trying to get back on the road to self sufficiency and opportunity. In 1993, 380,000 students dropped out of school and 3.4 million persons between the age of 16 and 24 were not in school and did not have a high school diploma. A subgroup of this population is clearly the young mother on AFDC who will be asked to find a job in the near future—and is likely not to have the skills necessary to earn enough to support a family.

• *Almost half the participants in this part of the American educational system are working.* In other words, this is not a field that serves only the very poor and those unattached to the workforce. Many students are blue collar workers or dislocated workers who understand that to get ahead and provide for a family in 1995, it takes an education and the skills that go along with it. This is supported by findings in the recent report of the National Employer Survey: not only does one additional year of education translate into an 8 percent increase in wages for the employee, but it also produces an 8.6 percent increase in productivity for the employer.

• *Not all the participants in this system come to programs solely to improve their employment prospects.* Many are looking to become citizens, to help their children succeed in school, and to fulfill a variety of other personal, economic, and social goals. Most of these goals have serious implications for our national well-being. For example, family literacy and English literacy programs, two of the fastest growing parts of the adult education field, are essential to strong families and communities. With regard to family literacy, a mounting body of research shows that a parent's level of education has enormous influence on a child's readiness for school, ability to succeed in school, and likelihood of staying in school.

• *Providers of services in this system are many and varied.* They include local education agencies, community colleges, community based organizations, libraries, churches, and private businesses. This diversity of providers is both a strength and

a challenge to building a high quality system. Services are located in the communities where they are most needed and easily accessible. But different programs often are not coordinated and lack shared information and resources to improve the quality of their services.

• *The staffing of adult education and literacy programs is significantly different from that elementary, secondary, and postsecondary education.* The vast majority of adult education staff are part time professionals, working in isolation from the rest of the educational system, with little training and virtually no benefits. Only 25 percent of the teaching force is full time. In addition, there is a long history of volunteer involvement in this system. Almost 75 percent of all programs have volunteers, most serving as tutors.

As you can see, this is very different territory from the parts of the American education system we are most familiar with. Adult services are absolutely critical to accomplishing our national goals for education, employment, welfare, and citizenship. But it will take special attention and unique approaches to improve the capacity and quality of service for adult education and literacy. This cannot happen without federal leadership.

What is the "State of the Adult Education and Literacy Field" in 1995?

As I mentioned before, this is a field whose strength comes very much from the grass roots. Many cities, towns, and counties have literacy councils made up of local citizens who raise funds and awareness, and otherwise support the efforts of the diverse providers described earlier. Over the past ten years, funding for these programs has grown at the local, state, and federal level. But overall funding levels remain precariously low, and many programs get by from day to day, relying on local fund raising, limited public funds, and volunteers. This is reflected in the fact that annual spending per adult student is less than $400—a level too low to support fulltime teachers, intensive instruction, professional development, and support services.

This has also been a transitional period for literacy. More and more adults understand the connection between improved literacy skills and more effective parenting, greater economic productivity, community participation, and citizenship. This has increased the demands on existing programs, both in terms of the numbers of adults and families seeking or being referred for services, and in terms of greater expectations for results—that is, significant changes in the lives of individuals. Achieving these outcomes is time consuming, difficult, and demanding work for adults, their families, and providers.

So, just as in every other part of our society, there is an increased focus on quality and results in the adult education and literacy field. I would say that improving quality and delivering results are the major challenges before the adult education and literacy field. How can we take this segment of our educational system—diverse, lacking in infrastructure, getting by on minimal staffing and very limited funding—and create a system that delivers high quality services that contribute to meeting our national, state, local, and individual goals?

If we do not deal successfully with this issue, we are likely to fail in meeting these important goals, as we have too often failed in the past.

What is the federal role in the area of adult education and literacy?

Let me begin by stating several well-documented facts:

• At least 20 million American adults have low literacy skills that seriously interfere with their ability to get and keep work provide for their family, support their children's education, and be active, contributing citizens in their communities (National Adult Literacy Survey, 1990 United States Census).

• This literacy gap poses a serious challenge to meeting several major national goals, including parental involvement in schools, welfare reform, a competitive workforce, and an informed, involved citizenry.

• The current adult education and literacy delivery system is working very hard to meet the challenges but in many cases does not have the capacity to produce the results necessary to accomplish these goals.

I believe these facts point to several major directions for change in the federal role in adult education and literacy:

• *The national goals of the system should be more clearly focused but not limited to a single purpose, such as employability.* This only hinders reaching other critical goals such as elementary and secondary school reform and school readiness. As a prime example, parents who need improved literacy skills to help prepare their children for school and to help them succeed once in school should be able to attend a program that receives federal funds. Whatever we do at the federal level, we must avoid trying to fit this program into a neat box. That does not fit the reality of this program or its broad importance to the nation.

• *Federal funds must be the engine that drives quality and accountability in the adult education and literacy system.* That is, federal funds should support the creation of standards and methods of accountability to leverage improvement throughout the system nationwide.

• *Many of the smaller federal literacy programs can be combined into a single program that allows greater state and local discretion in meeting the federal purposes and the states' own goals.* There was a good reason for the creation of each of these programs over the years. In most cases, they were federal investments in emerging areas of the field. These programs and purposes have now become embedded in the fabric of the literacy system, and it makes sense to allow the states and local providers greater flexibility to meet local conditions and needs.

• *The federal government should continue to support the national infrastructure that was established in 1991 through the National Literacy Act.* Only through federal leadership will there be the support to guide research and development, to share this knowledge and information with states and local programs, to coordinate literacy programs across agencies, and to provide the technical assistance necessary to improve services and achieve our broader national goals.

The National Institute for Literacy is the hub of this infrastructure. While still relatively young, the Institute has already established a strong presence in the field. We have:

• created an electronic literacy information system on the Internet that provides access to national and international databases and instant communications between students, teachers, and policy makers;

• formed partnerships with 14 states—including Massachusetts, Illinois, and Connecticut—to build interagency systems to improve the quality of literacy services in these states though focusing on performance based accountability and professional development;

• funded a national center, based in Washington, DC and at the University of Kansas, to equip the adult education system with tools to help adults with learning disabilities—a critical need since many students who fail in the K–12 educational system due to such disabilities turn to the adult education system later in life; and,

• supported research and development projects in 36 communities across the country—including an ESL project in South Carolina, a family literacy project in Philadelphia, and a corrections education project in Maryland.

Our work has really just begun, and there is a great deal more to be done at the national, state, and local level that only we are in a position to support. The federal investment in adult education and literacy, while relatively small in dollars, can play a disproportionately important role in strengthening this fundamental part of the American human resource development system.

Thank you for the opportunity to testify before you today.

Senator JEFFORDS. Thank you both for very excellent statements. I commend you for what you are doing. You have also pointed out the incredible need that is not being met.

What is the most discouraging aspect I think is the fact that each year, we turn out, according to this chart, 900,000 individuals who need further education, and if we assist only 300,000 a year, we are losing ground because about three times as many need help as we are able to help. So we have a serious problem. And of course, the main thing we must do is get the K–12 programs turned around so we no longer need to spend our valuable resources on remedial education, hopefully, except for the dropouts, which is another 10 percent which is not included in that figure.

Let me talk about accountability and our need to know what really happens and how effective the programs are. That is one of the areas that bothers me when we go into block granting. It gives more flexibility, and so on, but right now, we do not have any idea whether our programs are working.

One of my great problems in this job is that I have as few longitudinal studies. We have 150 training programs out there, with no longitudinal studies. We do not have any real longitudinal studies in adult education to know what happened to those 300,000. Did they end up employed? Are they still enjoying life? What else?

BEST COPY AVAILABLE

So what I am concerned about is what types of studies need to be carried on regarding adult education to find out whether it works. First of all, how do we ensure that when they do finish the program, they have gained the kind of information that is necessary to be successful, and second, are they successful in the long run? How do we find that out?

Ms. KAPPNER. Senator, you are absolutely correct that there are not very many longitudinal studies. Part of the reason for that is because the field does operate on such a shoestring. Longitudinal studies are expensive studies and require having the kind of infrastructure and data collection systems which the field is just beginning to build now and which it has not had the capacity or the resources to do.

There is much evaluation, though, of the programs that do exist, and there is certainly evidence from our workplace literacy programs that those are having a positive impact. There is evidence from the adult education and welfare reform programs, programs such as GAIN, that students are making progress.

There is evidence of success in individual programs, but with programs operating at an investment of $400 per student, there has not been the kind of capacity to do longitudinal study.

We are just now, number one, building the data systems both in the Department of Education—those are well underway now—and in the Institute that will eventually give us the capacity to do that. That is one of the reasons why it would be extremely important from my point of view to continue to support both a national role and a State role, because you cannot get that kind of data and longitudinal study without having both Federal and State leadership. And we have tried to build that into our proposal in a way that would allow us to have in place those kinds of studies.

Senator JEFFORDS. I look forward to seeing that. I have not seen any evidence of that effort yet as to how we build the longitudinal studies. I am working on that, and I am working with the Department, because it seems to me that with all our modern computer technology and the fact that we have Social Security numbers and so on, that with appropriate safeguards on confidentiality, it ought not be difficult to find out, especially in training programs, whether participants get a placement. We also do not know whether placements last for 2 weeks, 2 years, or 20 years. We really do not know about the success of these programs, and I think that that is critical.

Ms. KAPPNER. We do know the rates at which students leave. We often do not know what happens to them a year beyond that, because we have not had in most programs that tracking ability.

I believe that if we are able to put in place the kind of structure that will coordinate, for example, these literacy programs with one-stop centers, that would give us a good way to connect and track what happens to individual students, because then, for example, if an adult student who gets his GED through an adult literacy program and then moves on to some occupational training, we would then have the ability to tract that student. So part of that, I believe, is bringing together these resources and bringing together in a cooperative way these systems, and we hope that is what we are proposing in our proposal.

Senator JEFFORDS. Dr. Hartman.

Mr. HARTMAN. I think Dr. Kappner spoke very well about why you do not have longitudinal data now, or frankly even very good records in programs often. When you have volunteers coming and going and lots of turnover in the programs both in terms of clients and the people who run them, you just do not have the capacity or the infrastructure to do that. In the multibillion-dollar elementary and secondary systems, as you know, we do not really have that kind of data often. In the Chapter 1 program, where we spend $7 billion a year, we do not have longitudinal data.

So in an area like this, I think we would need to invest in it to get it. I think it is critically important, though, because not only is it going to be important for the students that we be sure what we are doing is working, but as the Congress makes these hard decisions, if we do not have evidence to show that this is a good investment, despite some of the data that you have used, I think we are at risk of being on the chopping block. So I think it is critical from many different angles of what you are saying. I think the Institute and the Department of Education are the kinds of organizations that should be responsible for doing that. I think it is something that we have not really taken on yet longitudinally, and I think it is something that could be included in legislation to make sure that it happens in the future.

Senator JEFFORDS. I believe it is critical, especially to my job of trying to tell Members of Congress that we cannot cut back on education because it will result in additional costs. They say, "Prove it." And I say, well, we feel good about it; it is a great program because everyone has a smile on his face. But we cannot show that it does make a dent in the difficult problems we face in a way that is persuasive to the skeptics who argue that we spend so much money on education now, and it is not doing any good, so why should we spend more. It is kind of tough to answer that unless you have some data that can prove it.

Another question along with that is one that I get now from the business community about high school degrees. They say that high school diplomas do not mean anything, so they do not even bother to interview graduates. They do not even bother to ask anymore. They want to see someone who has been out there for a while and survived. How do we know whether the GED that they get means anything?

Mr. HARTMAN. I think your data here would back up some employers' concerns about the high school diploma. I think it is interesting that you picked not overall literacy levels, but those of high school graduates. If you look at the data from the national adult literacy survey that Dr. Kappner's office supported, if you look at the literacy levels of college students, while they are much better, it is still surprising what you find even in that area.

The national employers' survey that came out on Sunday talked in this last report a little bit about the dollars game. They had an earlier report from that same survey, from some other data, that actually found exactly what you are saying, that employers do not really look at whether in fact students had good grades, or whether they had good attendance; they look more at where they looked before, what is their appearance when they come to the interview,

how do they actually present themselves. And moving from that to actually looking at making high school pay, in a sense, is a big change.

Dr. Kappner might be able to speak to this more clearly, but I think there is evidence, although people have been debating it, that the GED does in fact—and in fact the national adult literacy survey supported this—have economic payoffs to people. The national employer surveys show that workplaces that have higher education levels on average have higher productivity.

So in a way, employers by not paying attention to this seem to be really hurting their own bottom line. How to get employers to focus on this is something that I know Al Shanker talks a lot about, that getting employers to start using this information that really does have an impact is really, I believe, an educational effort on the part of us to the employer community.

Ms. KAPPNER. If I could just add to that, it is important to remember with the national adult literacy survey that it was a survey of the American population that spanned a pretty wide age range, so there are a lot of much older individuals, for example, in that survey who attended high school at a time that was really quite different than the time of high schools now.

That is the problem that we are attacking, with your help, through Goals 2000 and through school-to-work, and if I could just bring that in for a minute, the two parts of the national employer survey—the first part that talked about the disconnect between business and education in terms of employers not going to transcripts, and employers really saying that what they like is a worker who has some real experience and good attitude and willingness to work— those employers, by the way, were not employers who were hiring workers just out of high school; those were employers who were looking for older workers and did not go to their transcripts. I think the second part of that study is critical because it tells us why we need programs like school-to-work, to bring schools and employers together so that there can be the benefit of that pressure on schools from employers about what is truly needed in the workplace.

There seems to be no question now that more years of education pay off and pay off, as the studies have shown, not just for the worker, but for the business person in terms of productivity. If we can build these partnerships between education and business, then we have a much greater chance of turning around this problem in a much quicker way.

In terms of the GED, the GED is, as you know, an independent test that is not a test which is the product of the Federal Government, and it is a test which itself has undergone many changes in the last several years. In the last several years, a writing part was added to the GED test, which certainly helps to upgrade standards, because we would think that all high school graduates, including those with a GED, should have good writing skills.

We have been in a lot of discussion with States and organizations as to the need to think about the GED, which is sponsored by the American Council on Education, not by the Federal Government, as to how GED standards might change to meet the changing standards of the workplace.

So we see raising standards in the GED as part of the overall thrust of trying to raise academic standards also. It is not something fully within the control of the Federal Government, but it is something where we would be interested in sponsoring work with States to see that that happens.

Senator JEFFORDS. Well, again, if we are going to block grants, and we are going to be spending billions of dollars, we ought to have some feeling of confidence that the GED or any other equivalency degree, is an appropriate standard for a high school graduate, and I do not know how we do that to make sure it goes meet Goals 2000. Certainly we have the purse-strings, but should we be concerned about that?

Ms. KAPPNER. I think we should be doing some work with the American Council on Education as to how the GED might continue to change. It has been going up in standards.

The GED, by the way, states the different passing levels for GED, so there is some variation in that from State to State. As part of the performance partnership that we are proposing in our legislation, we are asking States to set some goals for what they want to achieve for adults in this area, to give us some measurable indicators, to come up with some measurable indicators, as to how they will measure their own progress on these goals. And as a part of that, one can build in the development of standards that are appropriate to that State's needs. And I would see us working with States on ways to make the GED even stronger.

There have been some very good experiments in doing some contextualized teaching and learning in GED, linking it to occupational areas such as workplace literacy, and that shows some very good promise of raising standards.

Senator JEFFORDS. Dr. Hartman, you mentioned using Internet to share information, which is wonderful. I have also had the opportunity to look at some incredible software that is available now, with the innovative aspect of utilizing television sets to communicate with families at home, and the Even Start potential, and so on.

What is being done in the private sector and what is being done in the Department to assess what is available out there and how it might be utilized? It seems to me the only hope we have, if there is hope, of meeting the Goals 2000, which is such an incredible thing, has to be through some leap forward through the utilization of technology. There just seems to be incredible potential there, but I do not know what is going on in the Department in that regard. What is going on out in your area, Dr. Hartman?

Mr. HARTMAN. Just by way of an overview or background, a couple of years ago, the Office of Technology Assessment, I think at the request of this committee, did a study of the role of technology in adult education specifically. Dr. Linda Roberts, who is now at the Department, was the chief author of that report.

Their major conclusion was that compared to any other field of education—elementary, secondary, higher education—the promise of technology in adult education is probably the greatest because of some of the reasons you just gave.

Among the reasons people do not come, or drop out of adult education programs are transportation, child care, change in work

hours. So the idea of not being able to be flexible in delivering this stuff at home or wherever it needs to be and when it needs to be is one of the huge barriers. So the idea of being able to do that through technology could be, as you said, a great breakthrough.

On the other hand, going back to what I was saying about the problems, one of the beautiful things about this field is that it is community-based, it is all over the place, there are little programs here and there, but also from the point of view of businesses—talking now about the private sector—it is not much of a market. It is hard to identify where it is, and there is not a lot of money in it. So companies that are getting into the education area at all see the elementary/secondary field and maybe higher education as much more lucrative potential markets.

I think that is one reason why you have not seen in a private sector a lot of growth in this area. There are some very interesting things going on in the private sector, but for the most part, what things are going on are really going on in the public sector. And again, there is not a lot of money. What Dr. Kappner and the Institute have combined, compared to the development moneys for these kinds of things, is not very much. But what is going on is really largely being driven by Federal funds. In fact, Dr. Kappner might want to talk about a couple of things they are doing in the Institute as well. But it is going to be very hard, and I think the Institute's role has to be trying to bring foundations, private sector people and the Federal Government together so that we can get enough money to make the kind of leap you are talking about.

Ms. KAPPNER. Senator, as you know, we took Linda Roberts from the Congress into the Department of Education, and she heads the Office of Technology in the Department of Education, and under Goals 2000, we are sponsoring a great deal of resources to the States, or at least projected, in terms of technology grants that will help States deal with the issue of technology in the K through 12 area.

In the adult education area, there are several things that we have been doing. One is that we have been jointly sponsoring several conferences on the development of software for the teaching of adults and the teaching of a variety of literacy kinds of needs that adults have.

As Andy has said, there is not a big market in this; it is not a market area, so it takes a great deal of prodding from us to try to make that happen. We are sponsoring some of the development of that kind of software. We have been encouraging States to use their State leadership money and bringing States together to use their State leadership money to develop technology which could then be shared among States.

We have a project called "Crossroads Cafe" which is developing the use of technology and distance learning in the teaching of English for those for whom English is not a first language. And in our proposal, we are specifically making technology one of the areas in which States would use this as a priority in trying to fund programs. States would have a leadership role in funding technology projects, and we in the Federal Department would also have a leadership role in trying to push this to the next level.

I just want to second what Andy said, though. This is something which really depends on having State and national leadership moneys in adult education.

Senator JEFFORDS. What about the business sector, though? Especially in adult education, there have been superb examples of businesses getting involved in the utilization of technology and helping out their employees. What is being done, and what should we do to foster that?

Ms. KAPPNER. Workplace literacy under our proposal would be one of the areas which would be a continuing way in which funds can be used by States. States could, for example, choose to fund workplace literacy programs that use technology in particular strong ways and to disseminate that model as the model which they think is the best model in their State.

We have not seen a lot of transfer, so to speak, from business to business about this kind of technology. We need to take a stronger role, and States need to take a stronger role in disseminating what is known where there is a model that works. But there is a lot to be done there; it is an area that needs our attention.

Mr. HARTMAN. I think the businesses that have the biggest problem with this area are the small and medium-size businesses. You can go to Motorola, McDonald's University and places like that, and you might be able to find a few really high-end examples. But the small and medium-size businesses come to the programs that we are talking about for the literacy services. They go to the community colleges, they go to the local schools, and say, We have a literacy problem, and we are trying to upgrade our workforce. Can you help us?

So it is, as I was saying, another demand that lands on the program, and they come in and try to meet it, and they often do not come and say, Here is a lot of money to develop some technology to go along with it. They expect this program, with the limited resources, to bring in the technology if they have it.

So again, I think we need to try to create this information at the State and national level and get it into the hands of local providers, because I think that is how it will get into the businesses more likely than the other way around, than the businesses bringing it into the literacy field.

Senator JEFFORDS. Well, thank you both for very excellent testimony. Time moves on. I will continue to work with both of you, and even if you try to get out from under my grasp, I will be chasing you through the Bank Street College. [Laughter.]

Mr. HARTMAN. Thank you, Mr. Chairman.

Ms. KAPPNER. Thank you very much.

Senator JEFFORDS. Thank you.

Next, I am pleased to introduce Dr. Grant East, president of the Dallas Can! Academy. In addition to his experience as a computer software entrepreneur, Dr. East has been organizing nonprofit ventures for almost 20 years, beginning with the Freedom Ministries in 1976, a nonprofit organization which works with adult and juvenile prisoners. He later formed the Dallas Can! Academy in 1985, which administers a residential program for youth. He has been the president of that organization since 1989.

Also with us is Greg Hart, who has been the director of Pima County Adult Education, the largest provider of adult basic education in Arizona, since 1982. Mr. Hart was awarded the National Secretary of Education Award in 1992 as one of ten outstanding adult education programs in the Nation. Mr. Hart has also served as chairman of the legislative committee of The Literacy Network, a distinguished national adult literacy organization.

Dr. Fran Tracy-Mumford is chair of the National Council of State Directors of Adult Education and has served in that role since 1992. She is also the State director of adult education in Delaware. In this latter capacity, Dr. Tracy-Mumford initiated the Alternative Secondary Education Initiative, which decreased the statewide dropout rate to the lowest level in over a decade and has increased the pass rate on the GED from 59 percent in 1991 to 73 percent today.

John Stuck is the service training coordinator for Executive West Hotels, where he has worked for the past 2 years. He is the person responsible for implementing a uniform staff training program in the company's four hotels. His training department also provides voluntary, on-site, general and continuing educational development opportunities.

Wow, that is quite a panel, let me say. I am really looking forward to your testimony. We will hear from each of you, and I think we are going to have a vote in about 15 minutes, so I will have to excuse myself for that, and then will come back for questioning. So if you would try to keep your statements to about 5 minutes, we can hopefully accommodate that time frame, but do not feel, if you have one more thing to say, that you need to quit right on the moment.

Dr. East, why don't you proceed first?

STATEMENTS OF GRANT EAST, PRESIDENT, DALLAS CAN! ACADEMY, DALLAS, TX; GREG HART, DIRECTOR, PIMA COUNTY ADULT EDUCATION, TUCSON, AZ; FRAN TRACY-MUMFORD, STATE DIRECTOR OF ADULT EDUCATION, DOVER, DE, ACCOMPANIED BY JAMES HARRISON, GEORGETOWN, DE; AND JOHN W. STUCK, SERVICE TRAINING COORDINATOR, EXECUTIVE WEST HOTELS, LOUISVILLE, KY

Mr. EAST. Thank you very much, Senator.

Dallas Can! Academy began in 1986 as a nontraditional educational program specializing in working with inner-city, primarily minority, economically disadvantaged individuals.

Our mission is to empower Texans to break the cycle of failure, hopelessness and economic dependency that is an intergenerational cycle of economic dependency in their lives.

We developed some specialized methods of working with the inner-city population, methods which allow them to focus on the education component, while we address some of the chaos and dysfunction in their lives. We do that with a counselor-based system also in which the counselor's job is to maintain a learning environment so that teachers can do what they are trained to do, which is to teach, and the counselors handle the discipline and all the chaos and dysfunction and provide the help that these students need in their lives.

An integral part of our program is a lavish reward system which we call a Winner's Circle, in which each week, we reward participants lavishly for all of their accomplishments during the past week.

Our funding is about $2.4 million a year. About $800,000 of that has come from JTPA Title II, which as you know, you will probably be voting on today. We have about one-third of our funding involved in H.R. 1158.

But we have raised about $2 of other funds for every $1 of JTPA funds that we have received, so we are heavily invested in, and the public has invested in us, as well as the private sector.

Since 1987, the Academy has had over a 90 percent success rate in working with this really challenging population. Our JTPA goals, we have exceeded every year, over 100 percent, because we have over-enrolled, and we have over-performed on our contracts, at no extra cost to the Government.

We have designed a program that fits our students. Most of the students who come to Dallas Can! are angry, they are frustrated and bitter; they have been humiliated and embarrassed in their traditional school systems. It just did not work for them.

We specialize in an open-entry/open-exit, individualized learning plan, where each student starts at the level he or she is at, not at the level they are supposed to be at.

My problem with local education agencies is that they define their own measures of success, and then they measure themselves. They are self-regulating and self-reporting.

I do like the GED in that it gives us a benchmark where we can evaluate results. If we improve the GED, better said—that is well-done—but at least we have a benchmark.

As far as Senator Kassebaum's consolidation bill, I would just say go for it. It is such a confusing myriad of programs now that we cannot access it, and we do not know how to get funding through those programs. We cannot estimate the effect of consolidation on our program, but it just seems like the right thing to do, so I believe we should go ahead and do it.

The major concern in the draft that you sent me, Senator, was the statement that "adult education should be designed and implemented by local education agencies." That is scary. These are people who have already failed with this population. This population does not trust LEAs. So I would ask that you involve the business community, and in fact, in that same study that has been quoted, the National Alliance of Business showed that of 5,000 school superintendents, 68 percent of them thought they did an excellent job of preparing students for the world of work. When they interviewed the CEOs of 5,000 of the largest corporations in our country, only 4 percent of those CEOs thought the school districts were preparing their students adequately for the world of work. So there is a huge gap in perception between school districts and what the CEOs are requiring.

I was going to quote the study that has already been quoted. In addition to the facts about enhancing productivity was also the quote that "The research project documents the overwhelming lack of confidence employers have in the Nation's schools," and "Em-

ployers are increasingly divorced from the schools and lack confidence in their ability to train young people for the workplace."

I would strongly suggest if possible to include the private industry councils of our country. Private industry councils bring business, labor, schools, educators, community-based organizations and nonprofits together, and they shine a spotlight of accountability. The major thing missing in education today is some form of accountability where we can correlate or measure results relative to the funding.

I beg you to keep open the avenue of competition in this field. Let us let competition determine who are the best adult educators, with the best results, at the best price.

I will quote something I read yesterday on the airplane coming down here, from the loyal opposition. Attorney General Janet Reno said, "Nothing works better than a healthy dose of competition." So let us put competition into adult education, Senator.

Thank you.

Senator JEFFORDS. Thank you, Dr. East.

[The prepared statement of Mr. East follows:]

Testimony

by

Grant East, President
Dallas Can! Academy

ADULT EDUCATION - EXECUTIVE SUMMARY

I believe that the education of those who have not previously succeeded in traditional education is an issue of such magnitude that it transcends the concepts of liberal or conservative. It is not a Republican issue or a Democrat issue - it is an issue which should be of dire concern for all Americans.

ACADEMY BACKGROUND: Dallas Can! Academy began in 1986. We provide a non-traditional educational program specializing in working with inner-city, primarily minority, economically disadvantaged individuals.

Our mission is to empower Texans and their families to break the cycle of failure, poverty, hopelessness, and economic dependency in their lives. We accomplish this mission without regard to race, color, or gender.

We have developed a method of working with our students which allows them to focus on their education. In nine (9) years, serving over 3,000 ethnically diverse students, we have never had a racial incident or a fight.

Our goals are to place our clients in college, job skill training programs, or full-time, tax-paying employment. Our services involve school dropout recovery for out-of-school individuals and in-school dropout prevention programs. In the year 1993-94, we served 703 individuals and in the year ending June 30, 1995, we will have served almost 900 individuals ages 16 - 52.

The heart of the Dallas Can! program is a competency based, accelerated, self-paced, individualized learning system combined with a unique counselor based advocacy system which actively and aggressively addresses the chaos and dysfunction in the lives of our participants.

We have a weird theory that teachers should teach and counselors should counsel. Consequently, our counselors handle discipline, not our teachers. It is the counselors' job to maintain a learning environment so the teachers can do what they have been trained to do - teach.

An integral part of our program also includes: a reward system for accomplishments, a choices and consequences system of discipline, goal setting as a road map to the future, and intensive employability training (how to get a job and how to keep that job).

FUNDING: Our anticipated income for our fiscal year July 1, 1994 - June 30, 1995 comes from a variety of sources. This year we will receive approximately $800,000. in JTPA Title II funds which is one-third of our $2,400,000 budget. As you can see, two-thirds of our budget is raised from individuals, corporations, foundations, fund-raising events, etc. **We leverage $2 of non-JTPA funds for every $1 of JTPA public funds.**

RESULTS: Since 1987, Dallas Can! Academy has had a success rate in excess of 90% in working with this most challenging population. On JTPA contracts, we have over a 100% performance record, since we have over-enrolled and over-performed on contract goals (at no extra cost to the government!).

We have designed a program which fits our clients. People entering our program are angry and frustrated at the traditional school system. They experienced embarrassment in school and are mistrustful of "regular school."

Dallas Can! specializes in an open-entry, open-exit, self-paced, individualized program. Local Educational Agencies (LEA) generally rely on a didactic class room mode, which is ineffective with students who test between 2nd and 11th grade levels.

ADULT EDUCATION - EXECUTIVE SUMMARY

LEAs create their own definition of success and then measure themselves against that definition. They are self-regulating and self-reporting. There is no accountability, since funding is not correlated with results. We are monitored five times a year by four separate federal and state agencies who demand that we prove our results.

CONSOLIDATION: Go for it! The current system is a disaster because of four major problems.

BEST COPY AVAILABLE

1. An old-boy/old-girl network of almost exclusively funding LEAs.
2. Funding is not tied to results.
3. A myriad of programs that are difficult to access.
4. The number of programs makes oversight and accountability difficult.

The effects of the consolidation proposal on our program are not easily determined. But, if the funding for adult education is given to LEAs without the opportunity for us to compete, our program will be seriously, perhaps fatally, damaged. Notwithstanding the possible effect on our organization, I still say do it, because consolidation is the right thing to do.

A MAJOR CONCERN: A shudder went down my spine when I saw that the education portion of the proposed consolidation says "education efforts designed and implemented by state and local educational agencies."

There is no evidence that state or local educational agencies can design or implement an effective adult or vocational education program. Their inability to succeed when this population was in their school systems means that State Education Agencies and LEAs are the cause of the problem (or at least an accomplice), and not the solution.

In a survey reported by the National Alliance of Business (NAB), 5,000 school superintendents and the presidents of the 5,000 largest companies in America were asked if our nation's public schools do a good job in preparing students for the world of work:

68% of the superintendents said yes.
4% of the business leaders said yes!

A research project, mentioned in the May 14, 1995 New York Times, states that "increases in workers' education levels produce twice the gain in workplace efficiency as comparable increases in the value of tools and machinery." However, the research project also "documents the overwhelming lack of confidence employers have in the nation's schools." In addition, it found "employers increasingly divorced from the schools and lacking confidence in their ability to train young people for the workplace."

A VERY STRONG SUGGESTION: They say that "war is too important to be left to generals." Can we not say that education is too important to be left just to educators?

I strongly recommend that the job of designing and implementing adult and vocational education be given to the Private Industry Councils (PIC) of our country. With PICs you automatically get business, labor, public entities, and community based organizations involved in adult education.

PICs also bring accountability to the system. One of the major benchmarks of PICs is how much bang they get for their bucks. PIC outcomes are quantifiable, measurable, and, most importantly, **verifiable!** Also, the PIC's Request For Proposal format will bring competition to adult education. Let competition determine the best adult educators, with the best results, at the best price.

ADULT EDUCATION

"History is a race between education and catastrophe" H.G. Wells

INTRODUCTION:

In November 1964, in Baytown, Texas (a strong union town of refinery workers), I was a Republican poll watcher for Barry Goldwater. Having barely survived that experience, I consider myself a conservative's conservative. Strangely enough, I run a program which is dearly beloved by every liberal who has come in contact with us.

At one time, on radio station KLIF in Dallas, two of our staunchest supporters had talk shows. One is Bob Ray Sanders, an African-American gentlemen of decidedly liberal views, who has since gone on to host a weekly television show. The other advocate on KLIF was David Gold, a young man of outspokenly conservative views.

Dallas Can! Academy is held in high regard by the African-American and Hispanic communities in Dallas because we serve a 95% minority population who are economically and educationally disadvantaged. At the same time, one of my major supporters is William Murchison, a conservative columnist for the Dallas Morning News and an occasional contributor to the National Review (also my brother-in-law).

I believe this illustrates that the education of those who have not previously succeeded in traditional education is an issue of such magnitude that it transcends the concepts of liberal or conservative. It is not a Republican issue or a Democrat issue - it is an issue which should be of dire concern for all Americans.

ACADEMY BACKGROUND:

Dallas Can! Academy began in 1986. We provide a non-traditional educational program specializing in working with inner-city, primarily minority, economically disadvantaged individuals.

Our mission is to empower Texans and their families to break the cycle of failure, poverty, hopelessness, and economic dependency in their lives. We accomplish this mission in a caring environment based on traditional values without regard to race, color, or gender.

We have developed a method of working with our students which allows them to focus on their education. In nine (9) years, serving over 5,000 ethnically diverse students, we have never had:

a racial incident,
a fight,
a student shouting at a teacher
a teacher shouting at a student
a student shouting at another student.

Our goals are to place our clients in college, job skill training programs, or full-time, tax-paying employment.

ADULT EDUCATION

Our services involve school dropout recovery for out-of-school individuals and in-school dropout prevention programs. Dallas Can! has five (5) campuses which provide these services:

- Our main campus provides school dropout recovery leading to a General Educational Development degree (GED), plus intensive employment training, drug abuse prevention, parent training and other life and coping skills.
- Two (2) Families For Learning campuses providing intergenerational family literacy. Mothers and children come to school together. We have GED preparation for the mothers and early childhood education for the children.
- Two (2) in-school dropout prevention programs in two Dallas High Schools working with students who are most at-risk of dropping out.

Dallas Can! is a **competency based** program. Students do not move on to the next level until they score an 80% (not 70%) on that level test. Should they not score an 80% they take the computer graded results back to a teacher and study the material some more. They then take another version of the same level test. Students do not move on to the next level until they score at least 80%. We consider that they have **then mastered** that level.

In the year 1993-94, we served 703 individuals and in the year ending June 30, 1995, we will have served almost 900 individuals ages 16 - 52. The characteristics of our students are:

African-American	48%	
Hispanic	47%	
White/Asian	5%	
Female	61	Females with children = 82%
Male	39	(average 1.6 children)

(Current figures)

The heart of the Dallas Can! program is an accelerated, self-paced, individualized learning system combined with a unique counselor based advocacy system which actively and aggressively addresses the chaos and dysfunction in the lives of our participants.

We have a weird theory that teachers should teach and counselors should counsel. Consequently, our counselors handle discipline, not our teachers. It is the counselors' job to maintain a learning environment so the teachers can do what they have been trained to do - teach.

A stong part of our of our program is our case-management system. From the day students first walk in the Academy, they are assigned to a counselor-teacher team. That team is responsible for them from day one through all the time they are at the Academy.

The most powerful part of our program is our weekly "Winners Circle" - a time where every accomplishment of the past week is rewarded and students are lavishly praised for their attitude, attendance, academic progress.

ADULT EDUCATION

Our counselors have standing instructions that they don't let go of a student unless the student pries their fingers off of their ankles! And even then, make another grab!

If a student misses one day at Dallas Can!, it is the responsibility of the counselor to be on their porch, at their door and in their face with - "what's wrong?" - "what can we do to help you?"

Generally, when a student is not attending the Academy, we find that something has gone wrong in their lives, and they are trying to fix it themselves. They have never seen a school as a place where you go for help ... a school is where they have gotten in trouble. They are literally astonished that our counselors would help them solve their problems.

An integral part of our program also includes: a reward system for accomplishments, a choices and consequences system of discipline, goal setting as a road map to the future, and intensive employability training (how to get a job and how to keep that job).

OUR FUNDING "If you think education is expensive, try ignorance." Derek Box, President, Harvard University

Our anticipated income for our fiscal year July 1, 1994 - June 30, 1995 comes from the following sources:

JTPA Title IIC and IIA	$660,000
JTPA 1994 Summer Youth IIB	86,000
JTPA 1995 Summer Youth IIB	62,000
8% Literacy Tx Educ. Agency	89,000
Companies/Corporations	149,000
Foundations	511,000
Individuals	88,000
Special Events	289,000
Car donation program	155,000
Coin Boxes program	52,000
Aluminum can collection	12,000
Special funding S.W. Texas Univ	117,000
Gross margin - print shop training program	140,000
Gift-in-kind and misc.	96,000
Total	$2,486,000

This year we will have received approximately $800,000, in JTPA Title II funds representing one-third of our $2,400,000 budget. As seen above, two-thirds of our budget is raised from individuals, corporations, foundations, fund-raising events, etc. **We leverage $2 of non-JTPA funds for every $1 of JTPA public funds.**

ADULT EDUCATION

OUR PERFORMANCE:

Since 1987, Dallas Can! Academy has a success rate in excess of 90% in working with this most challenging population. On JTPA contracts, we have over a 100% performance record, since we have over-enrolled and over-performed on contract goals (at no extra cost to the government!).

Our staff has accomplished the following:

- This region of the U. S. Department of Labor selected Dallas Can! Academy as the Outstanding Service Provider for the Five State Region of Texas, Okla, N. M., Louisiana and Arkansas.
- For four consecutive years, Dallas Can! Academy has been selected as an Outstanding Service Provider by the Private Industry Council of Dallas.

- The Academy was selected by the National Center for Family Literacy to receive the only Toyota Families For Learning grant in the State of Texas. Only 15 cities have been awarded sites nationwide and there will be no more.
- In 1993, the Academy received the first Barbara Bush Foundation For Family Literacy grant ever awarded in the State of Texas. Only 16 were awarded nationwide out of 655 applicants.
- Governor Ann Richards honored Dallas Can!'s Families For Learning program with a special proclamation for our Families For Learning program.
- In 1995, Dallas Can! Academy was selected as one of 40 national award winners and finalists for the Inc. MCI Positive Performer Awards. The award is presented by Inc. magazine and sponsored by MCI.

BENEFITS OF OUR DELIVERY SYSTEM:

1. **We have access to the community.**

We have not actively recruited in three (3) years. While we served 703 students last year, we turned away over 1,000. A copy of our Prospect data base file structure is included in this testimony which shows that as of May 12, 1,647 people have applied to enter our program beginning July 1, 1995. In other words, those 1,647 people could have been in our program this year if we had sufficient funds.

2. **We have designed a program which fits our clients.**

Question: Why is there a need for adult education?

Answer: Because traditional "youth" education failed this population.

People entering our program are angry and frustrated at the traditional school system. They experienced embarrassment in school and are mistrustful of "regular school."

ADULT EDUCATION

Local Educational Agencies (LEA) specialize in educating youth generally up to ages 18 - 20. If LEAs failed in educating these adults as youths, how can we expect them to educate them as adults, which is far from being an LEA's specialty?

Dallas Can! specializes in an open-entry, open-exit, self-paced, individualized program. LEAs generally rely on a didactic class room mode, which is highly ineffective with a population we find tests between 2nd grade and 11th grade levels.

Adults have children, babies, families, jobs and other problems which LEAs do not address well. Community based organizations (CBO) such as Dallas Can! Academy have networks of referral sources, other community resources, and case-management systems to help adult learners with these concerns.

3. **Level of Commitment.**

Generally, in LEAs, some of the least competent teachers are pushed down into Adult Basic Education (ABE). The best teachers strive for honors classes, or laureate programs or advanced placement classes. No teacher dreams of being the greatest ABE teacher.

When we run an advertisement for teachers, we receive volumes of resumes from outstanding teachers who burned out in the traditional school system. But they haven't lost their love of teaching. With the removal of discipline, class room management, and grading of tests at home, and sponsorship of school clubs, teachers flourish at Dallas Can!.

Eight of our staff have Master's degrees. One was the former head of a high school math department." All of our staff see our work as not being a job, but a mission. These people will never return to the traditional educational system.

4. **Accountability**

LEAs create their own definition of success and then measure themselves against that definition. They are self-regulating and self-reporting. There is no accountability, since funding is not correlated with results.

Funding LEAs to do adult education and/or literacy is like checking a bag on the old Eastern Airlines: It disappears and no one see it or hears about it again.

We are monitored twice a year by the Private Industry Council (PIC) of Dallas, and once a year by the Texas Department of Commerce, the regional office of U.S. Department of Labor, the Texas Council on Alcohol and Drug Abuse, and the Texas Education Agency. We are also subject to random monitoring by the Inspector General.

In addition to the monitorings, Texas A & M University, under contract to the PIC, performs a random check of our job placements through the employers.

ADULT EDUCATION

COMMENTS ON SENATOR KASSEBAUM'S PROPOSED FUNDING CONSOLIDATION:

Go for it, ma am!.

"Whatever you can do, or dream you can do, begin it.
Boldness has genius, power, and magic in it." Goethe

The current system is a disaster because of four major problems.

1. An old-boy/old-girl network of almost exclusively funding LEAs.
2. Funding is not tied to results.
3. A myriad of programs with different funding requirements that are difficult to access.
4. The sheer number of programs makes oversight and accountability difficult.

The effects of the consolidation proposal on our program are not easily determined. I suspect that we and the clients we serve will go through some difficult times during transition. If the funding for adult education is given to LEAs without the opportunity for us to compete, our program will be seriously, perhaps fatally, damaged.

Notwithstanding the effect on our organization, I still say do it, because consolidation is the right thing to do. And, I choose to believe we will endure.

A MAJOR CONCERN:

A shudder went down my spine when I saw that the education portion of the proposed consolidation says "education efforts designed and implemented by state and local educational agencies."

There is no evidence that state or local educational agencies can design or implement an effective adult or vocational education program. Their inability to succeed when this population was in their school systems means that State Education Agencies and LEAs are the cause of the problem (or at least an accomplice), and not the solution.

"I would rather be taxed for the education of a boy
than the ignorance of an adult. I will be taxed
for one or the other." Walt Whitman

The need for adult education exists because the boy (or girl) was not educated the first time through an LEA. Why pay them again to work on their failures.

I was born and raised in Oklahoma, a descendant of Kansans who make the Boomer/Sooner run. Our favorite son was Will Rogers - he's the one who said he didn't belong to any organized party ... he was a Democrat.

I believe Will Rogers would agree with me when I say:

> Paying LEAs to re-serve their failures is similar to paying the fox even more to guard the hen house after all of the hens are gone.

also,

> Involving LEAs and SEAs in the design of vocational and adult education is similar to having the fox design the new hen house.

In a survey reported by the National Alliance of Business (NAB), 5,000 teachers, 5,000 school superintendents and the presidents of the 5,000 largest companies in America were asked their opinion about the state of education in the U.S.

When asked if our nation's public schools do a good job in preparing students for the world of work:

> 68% of the superintendents said yes.
> 44% of the teachers said yes.
> **4% of the business leaders said yes!**

Clearly business leaders and school superintendents are from different planets, if not different solar systems.

A research project, mentioned in the Sunday May 14, 1995 New York Times, states that "increases in workers' education levels produce twice the gain in workplace efficiency as comparable increases in the value of tools and machinery."

The report say that "employees gain an 8 percent average increase in income for each additional year of schooling they receive." Clearly, education is enormously important for our country's productivity and our worker's incomes.

However, the research project also "documents the overwhelming lack of confidence employers have in the nation's schools." In addition, it found "employers increasingly divorced from the schools and lacking confidence in their ability to train young people for the workplace."

Large city LEAs have another significant disadvantage - size. Peter Drucker says that "size is the greatest enemy of excellence." In other words, the larger you grow, the harder it is to produce excellent results. It will be almost impossible for large city LEAs to produce excellence in adult education - a field that is not their main mission!

A VERY STRONG SUGGESTION:

They say that "war is too important to be left to generals." Can we not say that education is too important to be left just to educators?

> **I strongly recommend that the job of designing and implementing adult and vocational education be given to the Private Industry Councils (PIC) of our country.**
>
> **With PICs you automatically get business, labor, public entities, and community based organizations involved in adult education.**

PICs also bring accountability to the system. One of the major benchmarks of PICs is how much bang they get for their bucks. PIC outcomes are quantifiable, measurable, and, most importantly, **verifiable!**

Both PICs and their contractors are monitored by outside agencies which further enhances the credibility and reliablity of results.

Also, the PIC's Request For Proposal format will bring competition to adult education. The organizations which are best at adult education will rise to the top. At some locations that might be an LEA and in other locations it might be a non-profit literacy organization.

Let competition determine the best adult educators, with the best results, at the best price. We all try to get the best quality for the lowest price when buying something for ourselves. Why not do the same when "buying" something as critically important as adult education.

A PARTING WORD ON CONSOLIDATION:

Helen Keller said "Life is either a daring adventure or it is nothing." The consolidation of adult and vocational training will be a "daring adventure" ... and I wish you God speed.

POST SCRIPT:

As all of you ladies and gentlemen are aware, a Joint Conference Committee is working as I speak on a Rescission Bill (HR1158) which would rescind funding already approved for our programs in FY 1995.

I hope the members of that committee will understand the need to provide some amount of time for organizations serving disadvantaged populations to find alternative funding sources, so we may continue to serve our clients. Dallas Can! students have $800,000 of funding for 1995-96 dependent upon their decision.

So, to Chairman Jeffords, Senator Gorton and Senator Mikulski, serving on the Conference Committee, we say:

"Blessed are the merciful ..."

The Courier-Journal

Wit with a Barb

Former first lady wows audience with a kazoo and quips for literacy

by NIKITA STEWART
Staff Writer

Former first lady Barbara Bush joked about life during and after the White House and even played "I'm She's a Lady (Used Feature)" on the kazoo for 1,200 people last night at the Jail House Last.

But Bush was serious when she talked about family literacy, an issue for which she received the 1995 Founders' Award from the National Center for Family Literacy.

She was keynote speaker for a dinner last night, part of the group's fourth annual conference. It began Sunday and ends today.

"My No. 1 cause now and forever is literacy," she said. "If more people could read, write and comprehend, we could be much closer to solving so many of the other problems our country faces today."

Bush's speech provoked laughter and applause as she poked fun at her husband and at her son's election to governor of Texas.

"I want to tell you a little bit about what George Bush and I have been up to lately," she said. "You all do remember George Bush?"

The audience roared with laughter. "If you were to run into George, the first thing he would tell you is that he's having an identity crisis," she said. "It all started the day after the elections last November when I went to get my hair done.

Bush said the hairdresser couldn't believe he was doing "the hair of the mother of the governor-elect of the state of Texas."

She said she asked the younger George how the denial help him with his new job. "He said, 'Mom, pray for me ... and if by chance you run into Connie Chung, ..."

But Bush told the audience that she and her husband continue to be active on issues, and she listed a hectic week of activities and events. They recently raised more than $400,000 for the Barbara Bush Foundation for Family Literacy, which already has given $2.5 million in grants to promote literacy, she said.

Bush said she was especially impressed with Christina Olivera, whose tearful speech evoked emotions in the audience.

Olivera is a student at a Dallas family literacy center to which Bush has given money. Olivera said it's where she turned her life around.

Olivera turned to Bush and told her that if it weren't for her contributions and encouragement, she wouldn't be where she is today — the recipient of a GED and a secretary "making more money than I ever thought I would make."

Olivera was one of eight children in a troubled family. She married and dropped out of school at 16 and became a single mother of three daughters at 21 when her husband went to prison.

She said she decided to go back to school. "I knew my girls were from my mistakes and knew that it's never too late to make a change in your life."

Bush also commended Sharon Darling, founder and president of the National Center for Family Literacy.

Darling started the center in Louisville in 1989 with a staff that consisted of her and a secretary/worker, said Pam Gerke, the group's spokeswoman. It now employs 40 people, she said.

Bush said statistics showing that illiteracy is getting worse instead of better are discouraging.

"In this era of Beavis and Butt-head and 'Dumb and Dumber,' you do have to wonder if our children will ever discover the wonders of Charles Dickens and Emily Dickinson," she said.

Bush said she will cheer loud and hard for literacy until she can't anymore.

"I'll stand on this podium until you tell me it's time to get down, until you tell me that all the literacy professors have been served."

Christina Olivera was a 1994 graduate of Dallas Can! Academy.

BEST COPY AVAILABLE

CALVIN AND HOBBES

By Bill Watte

By Bon

FRANK & ERNEST

THIS PAPER SAYS TAXES FROM ALCOHOL, TOBACCO AND FIREARMS SHOULD GO TO THE SCHOOLS.
EDUCATION CRISIS!
— YEAH, THAT WAY STUDENTS COULD HELP PAY FOR THEIR OWN EDUCATION!

By Bill W.

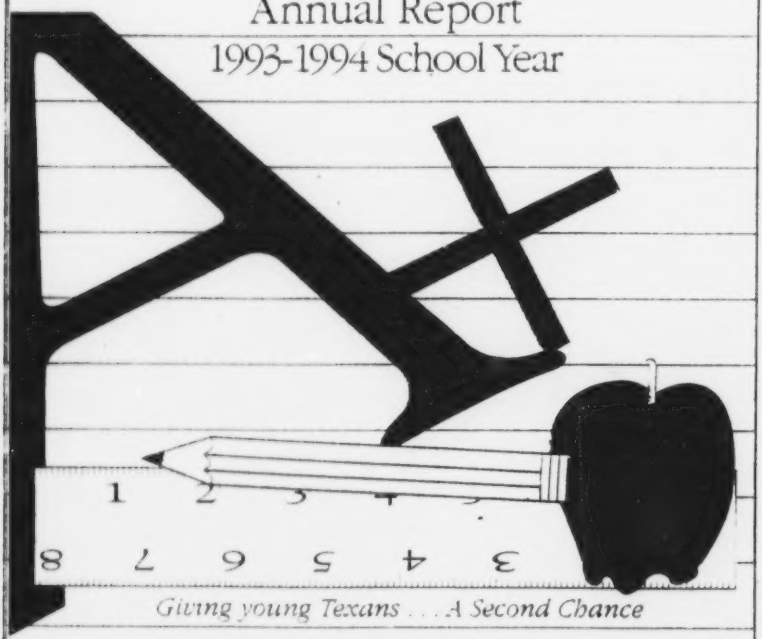
CALVIN AND HOBBES

REPORT CARD

Dallas Can! Academy

Annual Report

1993-1994 School Year



Giving young Texans . . . A Second Chance

Dallas Can! is a program of TEXANS CAN!
2601 Live Oak • Dallas, Texas 75204 • (214) 824-ICAN (4226) • Fax (214) 821-8735

Dallas Can! Academy is an organization with an outstanding record of success. They reach out to young people in need and help them get back on the right track.

I wholeheartedly recommend your support for DALLAS CAN! ACADEMY

Mayor Steve Bartlett

"I'm a big supporter of the Dallas Can! program because it works! They can turn a kid's life around in 6 months or less. You can actually see results in the young people's lives."

Dale Hansen
WFAA TV, Channel 8 Sports Anchor

Dallas Can! Academy is one of the most extraordinary organizations I have had the good fortune to be associated with. Their rate of success in assisting high school dropouts to obtain their GED is phenomenal. Not only do the students accomplish this important goal, but they emerge from the program highly motivated to achieve success.

Earl Bullock
Dallas County Clerk

My wife and I have been long-time supporters of Dallas Can! and know the officers and many of the Board members personally. We are familiar with the greatly needed services Dallas Can! Academy offers to the youth of Dallas County. I strongly support this outstanding program.

J. McDonald Williams
Chairman, Trammell Crow Company

"As Vice Chairman of the Dallas Can! Academy Advisory Board, I have seen first-hand the benefits this program has for our youth, our city and our future."

Herbert D. Weitzman
President/CEO, The Weitzman Group

"This is to confirm Frito-Lay and my personal commitment to Dallas Can! Academy. We have an on-going commitment to the work you are doing - giving Young Texans a Second Chance."

Joseph L. "Pete" Collins
V.P. Direct Sales - Frito Lay

"Dallas Can! Academy means so much to the youth we serve. Dallas Can! does make a difference in their lives and they are so appreciative of this opportunity to attend."

"This organization means much to Dallas as well. As a community, we must find a way to expand this effort many, many fold."

Leo Gisparski, Chairman Advisory Board
V.P. & Treasurer J.C. Penney & Co.

From the Principal's Office

"I would rather be taxed for the education of a youth than for the ignorance of an adult. I will be taxed for one or the other."

Walt Whitman

Dear Friend,

Our fiscal year (July 1, 1993 through June 30, 1994) marked the ninth year of our existence. Through the generous support of individuals, businesses and foundations, Dallas Can! Academy has grown from a noble idea to a reality that is making a positive difference in the lives of young people in Dallas County.

Many people would rightly claim that the benefits of the Academy will be seen in the dramatic savings to society in the years ahead. While these benefits are certainly substantial, the issues are much more personal to the staff and supporters of DC!A. They see each individual life as being precious ... as having enormous potential ... and endowed with a value that transcends economics.

"Dallas Can!" is more than just a name. It is a statement of faith ... an affirmation of confidence in the future. Life is a tragic thing to waste, and our outstanding history of creating cycles of success demonstrates that the problems young people face can be met and met satisfactorily.

I hope you will take a few minutes to read about the great kids, great staff and great programs at Dallas Can! that are getting to work the cycle of failure, poverty, hopelessness, and economic dependency in the lives of young Texans and their families.

Sincerely yours,

Grant East
President

PS ... as we move forward into the future, I urge you to join other caring friends in this exciting adventure that is changing lives and changing our community in the process.

BEST COPY AVAILABLE

Our Assignment

The mission of **Dallas Can! Academy** is:

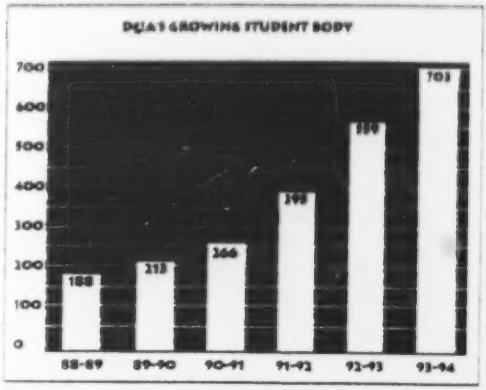
•to enable disadvantaged young Texans and their families to break the long-term cycle of failure, poverty, hopelessness and economic dependency in their lives; and

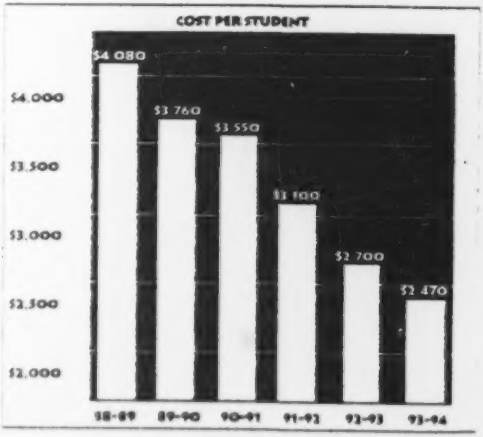
•to serve the community as the premier provider of personalized, comprehensive and compassionate services, based on traditional values and designed to empower at-risk youths and their families to create a cycle of success; and

•to accomplish this mission through accelerated education, counseling, life skills development, self-esteem building and vocational readiness in a positive and caring environment without regard to race, color, gender or native language.

Our ultimate goal is:

•to assist high-risk young people into college or vocational training programs, or full-time, unsubsidized employment.





Grade: A+

2

The DCA Profile

Enrollment: Students are accepted year-round.

Cost: There is no cost for students to enroll in Dallas Can! Academy.

Education: Students learn through our individualized, self-paced, open-entry, open-exit, computer-assisted, accelerated educational system.

Living Skills: Independent living, life and coping skills are taught to enable youths to solve problems and to live and function effectively in our world.

Employment Training: We prepare youths for a lifetime of productive employment by equipping them with constructive work disciplines, healthy attitudes, job training and experience leading to a successful career. We teach our youths HOW TO GET AND KEEP A JOB!

Substance Abuse Prevention: A certified Substance Abuse Counselor directs an outstanding drug abuse prevention, education, and counseling program to prevent the ravages of substance abuse among our clients.

Alternative Activities: This is an opportunity for our students to learn things not in books through regularly scheduled community speakers and field trips to businesses, as well as educational and cultural resources.

Youth Served: The Academy targets low-income, high-risk youth including:

- School dropouts
- Students at risk of dropping out
- Teenage parents
- Pregnant girls
- Previous substance abusers
- Juvenile delinquents
- Former gang members
- Runaways

Core Program Services

- Recruitment and assessment
- Drug involvement screening
- Learning disabilities screening and referral
- Intensive, personalized, accredited education
- Substance abuse counseling and prevention education
- Life-skills training
- Practical employability training
- Parenting skills classes
- Counseling and support for parents
- Family counseling
- Advocacy counseling
- Daycare for students' children
- Weekly "Winners' Circle" recognition of students' accomplishments
- Volunteers having a personal interest in kids' lives
- Volunteer mentors
- Transportation (Bus passes)
- Eyeglasses
- Medical care
- Dental care
- Pre-GED testing
- Business tours and career guidance
- Job placement
- Vocational referral
- Transition to community college
- Cap and gown graduation
- Graduation prom
- 1 year follow-up counseling support
- Alumni association

Grade: A+

BEST COPY AVAILABLE

3

Dallas Can! Academy Programs

Day Program

[illegible] is a 17-year-old student at Dallas Can! Academy. "When I was a kid, that's where I planned [illegible] when I was twenty."

It's a frightening, yet realistic expectation in our country: the number one killer of minority men under 25 is murder, and the percentage of inner-city juveniles who serve prison sentences is increasing nearly [illegible]

Academy provides a successful alternative to the [illegible]

This place, says Willy, has given me a way to turn my life around — a second chance. The gestures of the high-five [illegible] you'll see in the Dallas Can! learning center. [illegible] Second Chance.

At Dallas Can!, that [illegible] more than a motto. It's our mission. We firmly believe that young lives need not be wasted, that [illegible] can lead to [illegible] futures. Willy is one of [illegible] students in the Academy's Day Program. It's a good example of [illegible] and learning in [illegible] environment.

[illegible] Dallas Can! has been helping young men and women to get themselves [illegible] through [illegible] academic programs, counseling and [illegible] and a strong [illegible] component. Dallas Can! Academy provides a successful alternative to the [illegible]

For many inner-city youths, Dallas Can! provides the [illegible] that is [illegible] lacking.

It's a place where [illegible] can find [illegible] to excel. [illegible] in which [illegible] is the norm, not the exception. [illegible] Dallas Can! graduates [illegible] Willy is starting a [illegible] job at a center in the city and [illegible] attending a Dallas [illegible] this summer.

[illegible] national [illegible] people in [illegible] environment, Dallas Can! strives to provide [illegible] preparation in conjunction with [illegible] and [illegible] training. Behind the [illegible] the [illegible] and [illegible] create open areas for [illegible] entrance and [illegible] of [illegible] recruitment opportunities.

At Dallas Can! Academy, we make winners!

THE WINNERS' CIRCLE

At the Can!, the focus is on the future. As students [illegible] their pasts behind, they consistently [illegible] their futures as [illegible] [illegible] and productive citizens. It is [illegible] to [illegible] at [illegible] weekly Winners Circles where students [illegible] the manner in which they have met goals and [illegible] in [illegible] with "I am a winner [illegible] I am a winner."

Grade: A+

BEST COPY AVAILABLE

4

The Accelerator Program - Woodrow Wilson High School

THE ACCELERATOR

Students working with individualized learning plans

Communities are often judged by the quality and performance of their schools. Those who academically prepare their young people are valuable assets to the communities and to the students.

In urban neighborhoods, the challenges are great. Poor attendance, discipline problems, inappropriate curriculum, and staffs inexperienced in the needs of inner-city students result in schools that fail to serve their communities.

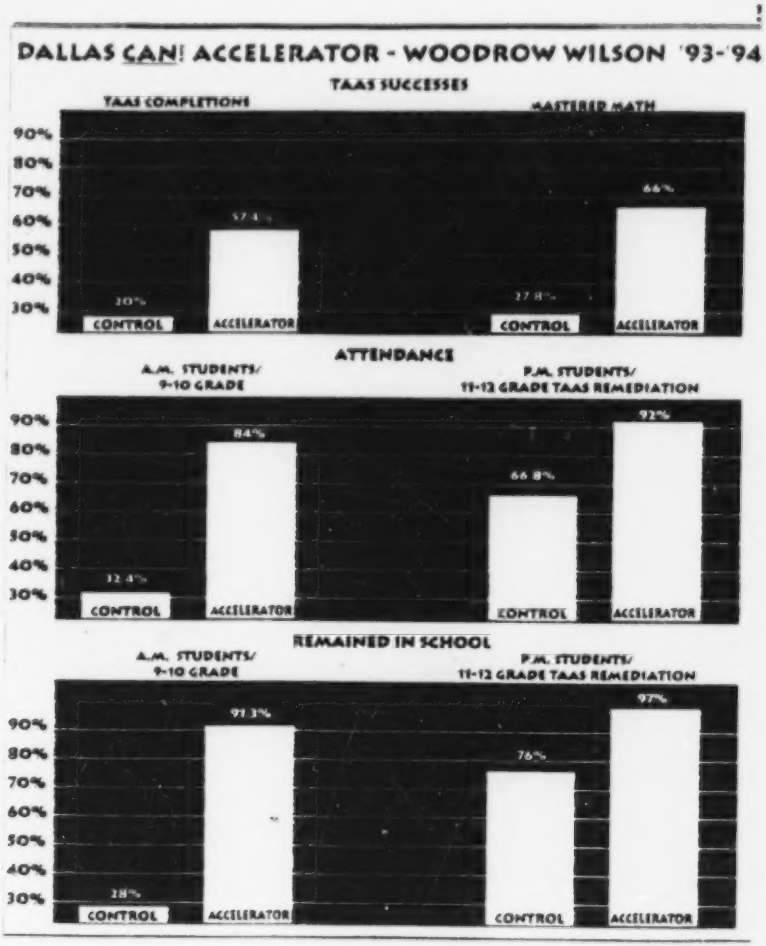
Recognizing the need for change, in 1993 Dallas Can! Academy and The Meadows Foundation teamed with Woodrow Wilson High school and the Dallas Independent School District to initiate the Accelerator Program. The Meadows Foundation provided funding, the school provided the classroom and students, and Dallas Can! provided the progressive curriculum and highly trained staff.

"My name is Rosa Luna and I am 18 years old. I just graduated from Woodrow Wilson High school. With Honors. I was a member of the Accelerator program and it helps to them. I made it—I am now going on to college. Thank you!"

The Accelerator works with at-risk students in small schools to develop solid foundations in math and reading and to improve coping skills and self-esteem. To do this, the teaching staff developed individualized lesson plans tailored to each student's needs. As students progressed at their own pace, they experienced less of the boredom and frustration that result in behavior problems. They attended school regularly and dramatically improved their grades.

Dallas Can! also provided a full-time counselor who worked one-on-one with the students to help overcome obstacles to academic success and to develop problem-solving skills. Frequent visits with parents of the students' homes enabled counselors to rebuild the bridge between family and school. This bridge, often lacking in urban schools, is the structure that opens the way for family involvement in students' lives. It is also the primary building block toward creating a community that values education.

BEST COPY AVAILABLE


DALLAS CAN! ACCELERATOR - WOODROW WILSON '93-'94
TAAS SUCCESSES
TAAS COMPLETIONS
MASTERED MATH
90%
80%
70%
60%
50%
40%
30%
20%
57.4%
27.8%
66%
CONTROL
ACCELERATOR
CONTROL
ACCELERATOR
ATTENDANCE
A.M. STUDENTS/ 9-10 GRADE
P.M. STUDENTS/ 11-12 GRADE TAAS REMEDIATION
84%
66.8%
92%
32.4%
CONTROL
ACCELERATOR
CONTROL
ACCELERATOR
REMAINED IN SCHOOL
A.M. STUDENTS/ 9-10 GRADE
P.M. STUDENTS/ 11-12 GRADE TAAS REMEDIATION
91.3%
76%
97%
28%
CONTROL
ACCELERATOR
CONTROL
ACCELERATOR

Grade: A+

6

Families For Learning 1993-94 Program

The Problem

The family is in crisis, and nowhere is this crisis more apparent than in urban neighborhoods.

Beleaguered by poverty, lack of education and absentee fathers, the urban family presents one of our nation's most significant problems. It is a problem we can no longer ignore. As the number of children born to women living below the poverty level increases, the number of women who must abandon their education to support these children rises.

A CLASS ACT

Tina McCoy and her children John and Jessie.

The combination of uneducated mother and child is fatal both to the economy and to the future of inner-city populations. The resulting downward spiral encompasses many of our most difficult issues: juvenile crime, substance abuse, homelessness, unemployment, and many, many others.

The Solution

While there is no simple solution, education is the most promising and practical way to break the cycle.

Dallas [illegible] academy is helping young mothers by providing an intensive program designed to meet their unique needs. The Families For Learning Program was started in 1992 with a grant from the National Center For Family Literacy, funded by the Xerox Foundation Company. Now in its second year, the Families For Learning Program focuses on GED preparation in conjunction with parenting classes and private daycare.

The Program

Dallas [illegible]'s Families For Learning Program is located in two facilities: at the East Dallas Christian Church (2525 Ross) and at Wash Tubby (at the Park Lane YMCA, 2501 Forrest). Dallas [illegible] selected both sites for their convenience and closeness to the students they serve.

Half of each day consists of a full-time instructor teacher and teacher's aide. In addition, each site is supported with volunteers used in the educational and enrichment skills program components.

Educational component

The educational component focuses on GED preparation. Because the majority of mothers entering the program have young and math skills at the fourth grade level, teachers work one-on-one to help students prepare for testing. The individual approach alleviates many of the fears these women have and builds a personal relationship that allows each woman to gain confidence as she moves through the materials at her own pace.

While appearing more expensive, the tutorial method has actually proven to be the most successful and cost effective means of reaching GED preparation.

Counseling component

Most of these young mothers abandoned their education because of outside pressures. To help them get back on the education track, Families For Learning addresses those pressures through individual and group counseling programs. From the

BEST COPY AVAILABLE

unique need for a new look at the frightening problems of domestic violence and substance abuse. Counselors help students solve their problems.

In addition to individual support, counselors host a weekly seminar entitled Parent Talks. In this group session, the mothers discuss the many problems of parenting. Together, the women combat the isolation of parenting and provide insight to each other on new ways to handle problems.

Giving Back

One afternoon a week, the mothers volunteer at a local elementary school as teacher's aides, nurse's assistants or office help. Negative school memories are often painful. Volunteering allows the mothers to reenter the public schools as allies in the system. By overcoming their real and negative feelings, the mothers become active participants in and supporters of their children's education.

The activities designed for the sixth week welcome the mothers with open arms.

DALLAS CAN! FAMILIES FOR LEARNING RESULTS

During the 1993-94 program year, Dallas CAN!'s FFL sites served 80 women who are mothers to 183 children. Increases in grade levels averaged 3.65 levels in reading and 3.6 levels in math.

The following outcomes were obtained:	
GED	25
Full-time employment	7
Prepared for employment or vocational training	33
Still in program	7
SUCCESSES	72 (90%)
Did not complete program	8
TOTAL	80

A Success Story

Teen mother and high school dropout Stephanie White moved to Dallas at the end of her junior year. She was faced with dealing not only with new social matters, but also the role of mother. She knew if she were to make a life for herself and her son, she would have to finish school.

In September of 1993, Stephanie arrived at the Families For Learning program with Test of Adult Basic Education (TABE) reading and math scores at the sixth grade level. That changed quickly as she worked diligently throughout the fall and winter, successfully completing her GED in April of 1994.

Attending the East Dallas Families For Learning program in the morning, Stephanie still came in the classical Respiration Technician Lab at night. Stephanie said the lab tasked teams her. Her work included basic patient care responsibilities that inspired her to pursue a career in nursing.

Immediately following the completion of her GED, Stephanie began training to become a licensed vocational nurse (LVN), entering the program with tenth grade and math TABE scores of 12.9. Beyond that, she hopes to continue her education at Texas Women's University to become a registered nurse (RN).

With a proven record of hard work and persistence in the face of adversity, Stephanie's future appears limitless.

GRADUATE AND MOTHER

Grant East presents the President's Awards, recognizing outstanding achievement, to Stephanie White at her graduation from the Families For Learning Program.

Grade: A+

BEST COPY AVAILABLE

8

Summer Program

The 1994 Summer Jobs Program was sponsored and funded by the Private Industry Council of Dallas to encourage school completion as well as the development of work, social, and personal skills.

Dallas Can! Academy served 255 youths in three different programs: the Work Experience program, the Work Experience and Remedial Education program, and the Professional Exploration program. Students also attended the Academy the rest of the week (4 hours) for SCANS training. SCANS is an interactive course to help students develop life skills such as establishing a personal value system, making sound decisions, budgeting money, and time management.

Work Experience

Dallas Can! supplied the youths with quality on-the-job experience four days a week (32 hours) for such organizations as The Boys and Girls Club of Dallas, DART, and the Science Place in Fair Park.

Work Experience and Remedial Education

The Remediation Education program enabled 45 students to work four hours and attend the Academy four hours each workday. Once student needs were assessed through testing, each was given a goal to improve at least one grade level in either math or reading.

Professional Exploration

In the Professional Exploration program, also known as shadow mentoring, Dallas Can! encouraged 45 college-bound students to focus on a career path and polish their workplace skills. Exploration participants "shadowed" a public sector executive during his or her daily functions. These students were involved in special projects, research, and business meetings. The highlight of the summer for these students was a trip to Austin, Texas for tours of the Capitol Extension, the Governor's Mansion, and the University of Texas.

SHADOW MENTORING

Students touring the Capitol Extension in Austin, Texas.

SUMMER SUCCESS

The Dallas Can! Academy's 1994 Summer Program successfully educated and returned 95% of the students to school.

Grade: A+

BEST COPY AVAILABLE

9

Extra Credit Points Earned

Recent National and Local Awards

Barbara Bush and Grant East

- DCCA received the only Barbara Bush Foundation grant for family literacy in the State of Texas. Of 655 applicants, 16 were awarded nationwide.

- The U. S. Department of Labor selected Dallas Can! Academy as the Outstanding Youth Service Provider for the Five State Region of Texas, Oklahoma, New Mexico, Louisiana and Arkansas.

- For four consecutive years, Dallas Can! Academy has been selected as Outstanding Youth Service Provider by the Private Industry Council of Dallas.

- The Academy was selected by the National Center for Family Literacy to receive the only Toyota Families For Learning grant in the State of Texas. Only 10 grants were awarded nationwide.

- Governor Ann Richards congratulated Dallas Can!'s Families For Learning program with a special proclamation honoring our commitment to creating cycles of success.

Academically Speaking

In 1993-94, we produced the largest number of GED graduates in our history—140.

During the 1993-94 program year, enrollment reached 703, topping our previous high of 559.

Over 90% of all students enrolled in the 1993-94 program achieved a successful outcome.

July 1- June 30	1991-92	1992-93	1993-94
Successful Academic Completions per JTPA-contracted goals:			
•Obtained GED	122	140	164
•Received remediation and returned to school	37	208	170
Successful Vocational Completions per JTPA-contracted goals:			
•Academic remediation and/or entered full-time, unsubsidized employment	37	36	87
•Academic remediation and job-ready	50	80	67
Successful Completion in Academic Remediation:	30	30	77
Accelerator:			
•Academic remediation and remained in school			55
•H.S. Diploma			15
Total Successful Outcomes	**346 (92.2%)**	**514 (91.9%)**	**635 (90.3%)**
Incompletions	29	45	68
Total Students	375	559	703

Grade: A+

BEST COPY AVAILABLE

10

Extracurricular

A WINNING COURSE

Tournament participants know their donated dollars directly impact DCA students as they regain their education.

The Dale Hansen Marriott Classic

Winners helping kids become winners. That's what the Dale Hansen Marriott Classic is all about.

For seven years, the Tournament has been a great way for businesses and individuals to gain advertising and community exposure, entertain clients, and have fun! While giving young Texans a second chance at success!

EVERYONE WINS!

5 teams competed for prizes at every site.

The 1994 Dale Hansen Marriott Classic raised $140,000 for at-risk youth to regain their education and learn valuable employability skills. Thanks to Dale Hansen, our corporate sponsors, and committed individuals, the Golf Tournament presents a win-win strategy for all involved.

Dallas Mother of the Year Luncheon

MOTHER OF THE YEAR

Honoree Kim Dawson with her son Tiger Dawson.

The Dallas Mother of the Year Luncheon benefits single mothers at Dallas Can! Academy. These are young mothers in our community who desire to make a positive change in their lives and in the lives of their children.

Females make up 60% of our student body, and of these, 52% are mothers averaging two children each. At Dallas Can!, we believe these young women should be given a second chance to make that change.

This special event distinguishes three women for their life accomplishments as mothers and as honored citizens of Dallas with an elegant luncheon. Past honorees include Hale Kay Ash, Isabel Gutierrez, Kim Dawson, Dr. Catalina Garcia, Tamanne Staubach, and Annette Strauss. The 1994 Dallas Mother of the Year Luncheon raised over $60,000 for our single mothers. That's a victory we can all celebrate!

Grade: A+

BEST COPY AVAILABLE

11

Summary Financial Information

Balance Sheet

	1993	1994
Assets:		
Total Current Assets	$308,590	$491,754
Equipment	439,574	509,236
Accumulated depreciation	(305,366)	(349,640)
	134,208	159,596
Total assets	$422,598	$651,350
Liabilities and Fund Balances:		
Total current liabilities	$260,423	$395,016
Note payable	10,552	13,887
Capital lease obligation	47,188	34,026
Fund balances (deficit)	124,435	218,421
Total liabilities and fund balances	$422,598	$651,350

Statement of Support, Revenue, and Expenses

Support and Revenue:		
Public support	$660,907	$938,500
Grants	735,588	981,778
Operating revenue	135,269	106,760
Other revenue	36,129	3,568
Total support and revenue	$1,567,993	$2,030,605
Expenses:		
Payroll and related benefits	$1,183,728	$1,414,043
Facilities and equipment	132,252	159,978
Depreciation	36,716	47,522
Student services and curriculum	24,348	36,888
Postage and shipping	15,060	19,688
Operating supplies	52,132	74,858
Travel and transportation	36,312	53,633
Professional fees	8,319	15,880
Printing	26,193	29,624
Insurance	19,243	40,803
Miscellaneous	847	4,488
General and administrative	18,253	17,425
Development and fund-raising	21,986	4,068
Total expenses	$1,589,589	$1,936,619
Excess (Deficiency) of Support Revenue Over Expenses	**$(21,596)**	**$93,986**

Grade: A+

12

Teacher's Comments

Areas of Strength:

Building Business
construct, make, to bring into being or develop, increase enlarge, enhance

The Dale Hansen Marriott Golf Classic offers business executives the opportunity to entertain clients while giving back to the community. The **Dallas Mother of the Year Luncheon** benefits the Academy's single mothers, enabling them to acquire education and economic self-sufficiency. **Cars for Kids** enjoys a steady increase in the number of donated cars and is expected to net $10,000/month by year's end. **Cans for Kids** has over 50 companies participating in this recycling effort to raise approximately $8,000 annually.

Building Bridges
connect, link, junction, structure built over an obstacle for use as a passage way

Thanks to the overwhelming generosity of Dallas area businesses, concerned citizens and volunteers, dollars go to work immediately in the lives of young people getting a "second chance" at a better way of life.

Building People
a group linked by a common characteristic or interest

Dallas Can! Academy comprehensively and compassionately serves the community's most troubled youth at the most critical crossroads in their lives. DCA gives a hand up, not a hand out.

A Winning Strategy
a careful plan or method for achieving an end

When students drop out of school, Dallas Can! Academy is there to recover them, offer them accelerated education and equip them with the life skills necessary for success in the working world. That includes going on to college, vocational training and/or full-time employment ... AND THAT'S A STRATEGY THAT WORKS!

Grade: A+

Areas of Weakness:

Funding Restraints
capital shortages, resource obstacles, constrained means

Dallas Can! Academy was only able to accept 703 students and one additional Accelerator program in 1993-94. Over 1,000 students were turned away as well as 9 high schools desiring the Accelerator program due to the lack of funds and supplementary resources. This is completely unacceptable; DCA should be able to serve all youths striving to make positive changes in their lives.

Grade: D+

Texans Can! Board of Trustees

Mr. William Acosta
U.S. Dept. of Health and Human Resources (ret.)

Mrs. Judy Culbertson
Vice President
The Meadows Foundation

Mr. Leo Gaspanski
Vice President and Treasurer
J.C. Penney Co., Inc.

Dr. Wright L. Lassiter, Jr.
President
El Centro College

Mrs. Darien Chase
Investments

Mr. G. Mark Cullum
President and CEO
Cullum Construction Co.

Mr. Kenneth H. Heckmann
President
Ken Heckmann Productions

Dr. Tom M. McDougal
Dentist

Mr. James Croford
President
Hidden Values

Mr. John K. England
Attorney at Law

Ms. Ruthie Jackson
Regional Administrator
USDA

Mrs. Francisca Rizo
President
Rizo and Associates

Dallas Can! Advisory Board

Chairman
Mr. Leo Gaspanski
Vice President & Treasurer
J. C. Penney Co., Inc.

Vice Chairman
Mr. Herbert D. Wertzman
President, CEO
The Wertzman Group

Chairman Golf Classic
Mr. Dale Hansen
Sportscaster
WFAA Channel 8

President
Mr. Grant East
President
Texans Can! Dallas Can!

Other Members

Mr. Kevin Acosta
Banking Officer/PR
Nations Bank

Ms. Martha Austin
Southwest Regional Manager
Allen Industries, Inc.

Mr. David Bacon
Division Level Acct. Manager
EDS

Mr. John Bellknap
Executive Vice President, CFO
Zale Corporation

Ms. Teresa Benitez
Minority Business Development
P & A Associates

Mr. Kevin Bowery
Senior Branch Manager
AT Telecommunications

Mr. Ronnie L. Brown
General Manager
IBM

The Honorable Earl Bullock
Texas County Clerk
Texas County Records Mgt.

Mr. John Carroll
Publisher
Texas Business Journal

Mrs. Penny Carter
Community Volunteer

Ms. Susan Cole, CPA
Manager
Coopers & Lybrand

Mr. Joseph L. "Pete" Collins
Vice President-Direct Sales
Frito-Lay, Inc.

Mrs. Maryann R. Correnti
Partner
Arthur Andersen & Co.

Mrs. Isabel Cottrell
President
Ethnic Gold

Ms. Curran Dandurand
Vice President
Mary Kay Cosmetics

Mr. Alfredo De La Torre
Assistant Director
De La Torre Group

Mr. Keith Drummond
Attorney at Law
Strasburger & Price

Mr. Rod Farrell
Partner
KPMG Peat Marwick

Ms. Joy Frederick
Director of National Marketing
T.G.I. Friday's

Dr. Susana Esperanza Garcia
M.D.
Baylor Hospital

Mr. Chester I. Hanshaw
Senior Partner
Jones Day Reavis & Pogue

Dr. Michael Jackson
Dean of Students
El Centro College

The Honorable Ruth Johnson
Judge
303rd District Court

Ms. Gracieanna Jones
Director, Employee Relations
and Corporate Services
Dresser Industries, Inc.

Ms. Lenaty Jones
Attorney-at-Law
Locke Purnell Rain Harrell

Ms. Leslie Klein
Manager, Women's Fashion Program
J.C. Penney Co., Inc.

Ms. Lynn Letscher
Vice President
American Zoe Company

Ms. Jeva Morrow
Partner
Vedder & Morrow, Inc.

Mr. William Perez
Account Executive
Lowrance Companies

Mr. Rick Rogers
First Vice President
Bank One

Mr. Richard Sacks
Senior Senior Vice President, Retail
Harwyn Fields

Mr. Craig Schiff
Assistant Vice President
First Interstate Bank

Mr. Tom Simons
Partner
The Aldridge Group

Ms. Sherry Terrack
Legal Manager
Arthur Andersen & Co.

Mr. Jerome White
Key Account Manager
Intercard

Ms. Janet S. Young
Chairman, Education Committee
Texas Commerce Bank Task Force

Counselors-at-Law

Joe Cameron
Jones Day Reavis & Pogue

Keith Drummond
Strasburger & Price

Accountants

Maryann Correnti
Arthur Anderson

Robert Law
Ernst & Young

14

1992-1994 Funding Sources

Governmental

Job Training Partnership Act/Privacy Industry Council
Texas Commission on Alcohol and Drug Abuse
Texas Education Association

Foundations and Organizations 1992-1994

Troy Aikman Foundation
Allstate Foundation
American Express Foundation
Arco Foundation
Bill Barrett Foundation
T. & B. Beasley Foundation
BOMA Foundation
Bosque Foundation
Barbara Bush Foundation
Capitol Cities/ABC Foundation
Challenge Foundation
Al & Lenore Chilton Foundation
Clampitt Foundation
Constantin Foundation
Crowley Charitable Lead Trust
Crowley-Carter Foundation
Dallas Women's Foundation
Early Foundation
Exchange Club of Dallas
Exxon Educational Foundation
Father of the Year Luncheon
Florence Foundation
David & Mary Fox Foundation
Pauline Allen Gill Foundation
Haggerty Foundation
The Halsell Foundation
Armand Hammer Foundation
Hawn Foundation
Earl Hayes Foundation
Highland Park Presbyterian Church
Hillcrest Foundation
Hoblitzelle Foundation
Mary Kay Foundation
Atlee Koni Family Foundation
Eugene McDermott Foundation
Ronald McDonald Children's Charities
Meadows Foundation
Metromedia International
Mother of the Year Luncheon
National Center for Family Literacy
Pollock Foundation
Harold Simmons Foundation
Southwestern Bell Foundation
Staubach Foundation
Stemmons Foundation
Roy & Christine Sturgis Foundation
Hatton W. Sumners Foundation
Bill & Katie Weaver Charitable Trust
Women of Saint Michael
Women's Service League

Corporation/Company Support 1992-1994

Aeration Masters
Air Spec
A-Lectric Contracting & Service Co.
Alcatel Network Systems, Inc.
Alexander & Alexander of Texas, Inc.
American Airlines
American Express
American Title Company
Archie Fowler Apparel
Arthur Anderson & Company, SC
B & B Air Conditioning
Bank One
Billboards by the Day
Bruce Butler, Inc.
Capitol Cities/ABC
Centex Corporation
Check Technologies
Coopers & Lybrand
Crawford Construction Company
Dallas Cowboys
Dallas Mavericks
Dresser Industries
EDS Corporation
Ethnic Gold
Ewing Automotive Group
Exxon Corporation
First Interstate Bank
The Golf Club at Fossil Creek
Frito-Lay
GTE Southwest
Hicks, Muse & Company, Inc.
Hodge Printing Company
Home Interiors & Gifts
Howard Brokerage Services
IBM Corporation
Johnson & Mortley
Jones Day Reavis & Pogue
KDMX Radio
Kimberly-Clark
KLUV Radio
Kostow's Furs
KRLD Radio
The Kroger Company
KSCS Radio
KVIL Radio
Life Outreach International
Lomas & Nettleton
Mary Kay Cosmetics
Marriott International
Marshall Field's
McDonald's
MCI
Medical Care International
Merrill Corporation
Mesquite Rodeo
Midas
Miller Brewing Company
Murata Business Systems
NationsBank
Oakley & Associates
Occidental Chemical Corporation
Orve Energy Company
PBS Dozier
J.C. Penney Company, Inc.
KPMG Peat Marwick
Pepsi-Cola
Pizza Hut
Pompeii-Italy Men's Clothing
Professional Medical Services
Protection Mutual Insurance Company
Riverside Golf Club
Southwestern Bell Mobile Systems
Steak & Ale and Bennigan's
Strasburger & Price
Texas Instruments
Texas Rangers
T.G.I. Friday's
Town & Country Cleaners
Toyota Motor Company
Trammel Crow Company
United Home Craft
U.S. Metrotine Services, Inc.
USDATA
The Utley Group
Variety Club
The Weitzman Group
WFAA-TV

Dallas Can! Academy
Annual Report Card
1993-1994 School Year

Printing services provided by:
Dallas Can! Printing & Graphic Arts

- We offer professional commercial printing.
- Excellent service: if we make a mistake, we'll correct it and reprint your project free of charge.
- We will match or beat most print shops' prices.
- All proceeds benefit Dallas Can! students, which will improve the local economy and lower your taxes.

For information on how Dallas Can! Printing may be of service to you, please call David Simmes at:

(214) 824-3023

Dallas Can! Printing & Graphic Arts • 2605 Live Oak • Dallas, Texas 75204 • Fax (214) 824-3062

Memorable Moments

DALLAS CAN! ACADEMY
2921 Live Oak · Dallas, Texas 75204 · (214) 824-ICAN! (4226) · Fax (214) 821-6736

Senator JEFFORDS. Mr. Hart.

Mr. HART. Mr. Chairman, Senator Pell, I am pleased to be here this morning and am very pleased that you are here as well.

My name is Greg Hart. I am an adult educator. I am not a bureaucrat, and I am not a trainer. I believe deeply in the human capacity for transforming of learning. Over the course of the last 18 years at Pima County Adult Education, 13 as director, I have had that belief affirmed many times by hundreds of people I have known in our program. They have inspired me time and time again with their courage, their tenacity, their resiliency in the face of adversity, and by the sheer depth of their desire to realize their potential.

I have learned more from them than they have from me. They are the reason I am here. And I am happy to see so many students here this morning, Senator. They make me feel like I am home.

I obviously have a vested interest here today. If I were a stockbroker, however, and I knew what I know about adult education, I believe I would tell you the same thing I am going to tell you.

My colleagues and I have developed a program based on extensive partnerships in Pima County. Our partners include city and county government, community-based organizations, schools, the University of Arizona, Pima Community College, the Yaqui and Tohono O'odham Indian Nations, and many others.

We serve close to 12,000 people a year through a variety of projects, just over 10,000 of those in our core adult basic education program. We also operate programs for family literacy, refugee resettlement, jobs for welfare recipients, vocational training, homeless education, special projects for adults with disabilities, and intensive literacy education for probationers.

We have over 20 separate grant-funded sources, and we go year-to-year. Among those sources are money from the Adult Education Act, Carl Perkins, and JTPA.

The core program is driven by Adult Education Act funds which currently require a State match. We provide literacy, GED prep, English for speakers of other languages, and citizenship instruction to the core program. Currently, we have 1,000 people as we speak on waiting lists for that program.

I would like to speak about the core program and the issues that relate to it for the remainder of my testimony.

We respond to a broad diversity of need. Our program serves adults whose needs challenge the narrow construct of job readiness and workforce preparation. Many are already working and are making long-term, difficult commitments to the acquisition of language and high school equivalency certificates. Some want to retain or advance in current positions. Some want to speak the language their children are using. Some want to prepare for job training or the community college. Some can come for 2 hours a week, some for 25. We endeavor to accommodate them all as we meet them in their real lives, not as those lives are so often narrowly described in policy documents.

The link between a child's potential for educational success and the educational level of his or her parents, particularly the mother, is indisputable. Adult education programs working with parents,

especially in family literacy partnerships with schools and early childhood education providers, are helping to positively transform the lives of thousands of families throughout the country.

The current cost of our program, Senator, is $150 per student per year. By comparison, the tax-subsidized education of a student at the University of Arizona is $7,000 per year; of a person in a typical job training program, $4,000; in a community college, $3,000. An apples and oranges comparison? Perhaps. But the fact of the matter remains that there are masses of people clumped down at the bottom of this "educational food chain" who cannot get a seat in a classroom, while seats often go begging in sectors that are better-funded.

This becomes particularly significant when one considers that of the people who are in job training programs, 65 percent of them need basic skills. What should be our priority here?

Quality of instruction is hurt by inadequate or poorly-funded programs. This relates to issues of accountability. Why is it that a program spending $150 a year is asked for more accountability on its instructional success than a program spending $7,000? Inconsistencies notwithstanding, accountability must be forthcoming, but demands for it must be placed in context, Senator. A program that spends an average of $5 per student per year on materials does not have a lot left over for longitudinal studies.

I have worked with a woman in my program for over 15 years, Senator; that is how long it took.

The myth that volunteers can respond to the Nation's adult education needs has done great harm to the national and local development of adult education. Volunteers can supplement adult education efforts; they cannot supplant them.

Adult education programs have become de factor alternative educational systems for K through 12. In our program, of the 10,000 or so people we served, 4,400 were between the ages of 16 and 24.

Next, I will talk about my reactions to the potential block granting consolidation efforts. Persons who are served by adult education programs represent the most disconnected political constituency in the United States. They are typically poor; they are by definition educationally disadvantaged; they have no access to the levers of power or to policymaking.

Far more powerful interests such as K through 12, community colleges, and job training systems will overwhelm them in the wicked struggle that will be sure to ensue for a reduced pot of block grant funding.

Regarding Governors' offices, the short-term political objectives which often impel Governors and their offices are not consistent with the long-term needs of adult education learners. Adult education funds properly belong with State education agencies.

Regarding the role of Federal legislation in improving the delivery of adult education, the Federal Government must protect the availability of adult education for millions of Americans who are struggling to improve themselves, their communities, and their families. Dedicated Federal funding must be the engine that drives adult education throughout our country.

On partnership incentives, the Federal Government should encourage, without being prescriptive, partnership formation in order

to maximize existing and future resources. A current example is the irreplaceable Federal maintenance of effort requirement for adult education, which has resulted in a dollar-for-dollar match in Arizona.

Adult education and job training fulfill vast different functions, yet they can and do serve each other and should continue to do so. Joining them at the hip, however, diminishes the effectiveness and purposes of both. We need a cohesive system, but a true partnership requires equity. We cannot crudely lump them together and expect them to operate.

Regarding my reactions to the Workforce Development Act, Senator Kassebaum's proposal, the 25 percent of the WDA which has been dedicated to SEAs effectively recognizes a sustainable partnership with adult education. However, I believe a minimum must be set aside for adult education, a contradiction of terms within that block grant, because I think it will be overwhelmed by other more powerful interests.

To close, Senator—and thank you for allowing me to go on a little bit longer—if we come to the end of this process, and we do not have a national adult education effort, it will be a moral shame and a practical disaster for this country.

Thank you for having me.

Senator JEFFORDS. Thank you very much.

[The prepared statement of Mr. Hart follows:]

PREPARED STATEMENT OF GREG HART

Mr. Chairman, members of the committee. Thank you for having me here today. I am an adult educator. I have been working for the last eighteen years for Pima County Adult Education (PCAE) in Tucson, AZ., and have been Director of that organization since 1982 (detail attached). Pima County Adult Education is a totally grants funded division of the Pima County Superintendent of Schools Office. We have an array of partnerships that allow us to extend our services far beyond what our funding would normally allow. Our partners include the City of Tucson, Pima County Government, various local and state level human service providers and community-based organizations, school districts, Pima Community College and the University of Arizona, the local Head Start grantee, the Yaqui and Tohono O'odham Indian Nations, and 15 small and large business partners. In 1992, then Secretary of Education Lamar Alexander recognized PCAE with the *Secretary's Award* as one of the nation's ten finest Adult Education programs.

NATURE OF PROGRAMS

We serve close to 12,000 people a year through a variety of projects, just over 10,000 of those in our core adult basic education program. We also operate programs for family literacy; refugee education and job placement; workplace education; a charter alternative school for high risk dropout youth; vocational training; homeless education; special education for adults with disabilities; intensive education for parents on public assistance; and, literacy education for probationers.

FUNDING

We receive funding from state, local, federal and private sources, rejustifying our organizational existence from year to year in a highly competitive grants environment. Our funding sources include the National Literacy Act of 1991 (P.L. 102–73); Carl Perkins; JTPA; JOBS 20 funding for those on public assistance; business partner contributions (including the Toyota Motor Corporation); the McKinney Act; Even Start; the OMB' s Office of Refugee Resettlement, the Arizona Supreme Court and many others.

The destabilizing impact of uncertain year-to-year grants funding makes it extremely difficult to plan long term to meet the needs of adult learners and to develop career paths for adult educators.

ADULT EDUCATION ACT PROGRAM

As I speak, we have approximately 1,000 people on waiting lists to enter our core adult basic education program (that number could easily double by the fall). The core program, driven by federal funds from the National Literary Act and a currently required state match, provides literacy, GED preparation (General Education Development—High School Equivalency), English for Speakers of Other Languages and citizenship instruction throughout urban and rural Pima County, Arizona (Population approximately 800,000). The remainder of my prepared remarks concern this program as it relates to:

I. THE BENEFITS AND REALITIES OF OUR CURRENT DELIVERY SYSTEM

A. *Responsiveness to Broad Diversity of Need—Linkage to Children*

1.Our program serves adults whose needs *challenge the narrow construct ofjob readiness or workforce preparation.* Many are already working and are making long-term, difficult commitments to the acquisition of a high school equivalency diploma and/or language learning. Some want to retain or advance in current positions. Some want to speak the language their children are using. Some want to prepare for job training or the community college. Some want credentials for a job. Some want to fulfill the life-long desire to be literate. Some can come 2 hours a week. Others can come for 25. We endeavor to accommodate them all as we meet them in their real lives, not as those lives are so often narrowly described in policy documents.

2. The link between a child's potential for educational success and the educational level of his/her parents, in particular the mother, is indisputable, Adult Education programs working with parents, especially in *family literacy partnerships* with schools and early childhood education providers *are helping to positively transform the futures of families and communities throughout the country.*

B. *Cost Effectiveness, Accountability, Impact, the Volunteer Myth and Pressure Relief for K-12*

1. The current cost of the program per student is *$150.00 per year.* By comparison, the tax subsidized education of a student at the University of Arizona is $7,000.00 per year; of a community college student, $3,000.00 per year; a person in job training, typically $4,000.00 per year. An apples and oranges comparison? Perhaps. But the fact of the matter remains that there are masses of people grouped *at the bottom of the "educational food chain"* that cannot get a seat in a classroom, while seats often go begging in much more generously funded sectors. Ironically, the people who can't get a seat are the poor, whom America so desperately wants to achieve independence.

2. *Quality of instruction is hurt by inadequate or poorly structured funding* (head count vs. hourly count, for example). This relates to issues of accountability. Why is it that a program expending $150.00 per student per year is asked for more accountability data on its instructional quality and impact than a program spending $7,000.00? Inconsistencies notwithstanding, accountability must be forthcoming, but demands for it must be placed in context: a program that spends on average $5.00 per student per year on instructional materials does not have a lot left over for research and longitudinal studies.

3. In FY 1993–94, 963 *participants in the PCAE program received high school equivalency diplomas. 1,026 entered other educational or training programs. 1,213 gained employment or job advancement. 2,947 completed the level of instruction which they entered. 2,315 moved to a higher level.* Average number of hours spent in the program per student among those who continued beyond a six-hour orientation was *78 hours.*

4. The *myth* that volunteers can respond to the nation's Adult Education needs has done great harm to the national and local development of Adult Education. *Volunteers can supplement Adult Education efforts; they cannot supplant them.* How is it that we have come so easily to accept that volunteers with just ten hours of tutor training are the appropriate response to educationally disadvantaged citizens with some of the most complex learning difficulties in America, many of whom spent 12 years in K–12? Why is it that volunteerism has become an acceptable policy response for adult basic education, but not for higher education? For K–12? For job training programs?

5. Adult Education programs have become *de facto alternative educational programs* for youth leaving K–12 systems. In FY 1993–94, over *4,367* (43 percent) of the 10,247 participants in the PCAE program were between the ages of 16 and 24.

BEST COPY AVAILABLE

II. REACTIONS TO THE POTENTIAL BLOCK GRANTING OF ADULT EDUCATION WITH VOCATIONAL PROGRAMS (PERKINS, JTPA, ET AL.) AND ITS POTENTIAL IMPACT;

A. *Political Vulnerability*

1. Persons served by adult basic education programs represent *the most disconnected political constituency* in the United States. They are typically poor. They are, by definition, educationally disadvantaged. They have little or no access to power and policymaking. They and the marginalized programs that serve their needs cannot compete with the entrenched, far more powerful interests such as K–12, community colleges and job training systems which *will overwhelm them in the wicked struggle* sure to ensue for possession of a reduced pot of block-granted funds. Adult Education, if block granted, will represent by far the smallest fraction of the pot, yet it demonstrates the *greatest documented need* through the recent NALS (National Adult Literacy Survey) study and nationwide waiting lists. This is a *"perverse inverse"* common to Adult Education.

2. The short-term political objectives which often impel governors and their offices are programmatic or fiscal stability and the long term needs of Adult Education learners. Persons needing Adult Education will not be well served if Adult Education funds are block granted to the governors. *Adult Education funds properly belong with state education agencies.*

3. If Adult Education survives the internecine struggle for block grant funds at all, it will in all likelihood have a *subordinated, tacked-on role* to quota- and competency-driven, time-limited job training programs. *This will effectively eliminate the participation of millions.*

iii. the role of federal legislation in improving the delivery of adult education

A. *Protection and Funding*

1. *The federal government must protect the availability of Adult Education* for millions of Americans who are struggling to improve themselves, their families and their communities. *Dedicated federal funding must be the engine* that drives national Adult Education and literacy systems.

B. *Partnership Incentives*

1. The federal government should encourage, without being prescriptive, partnership formation in order to *maximize existing and future resources.* Demonstrated partnership effectiveness at the state level should be rewarded with funding incentives. A current example is the irreplaceable federal maintenance of effort requirement for Adult Education, which has resulted in a dollar for dollar match in Arizona.

C. *Build the Field, Enable the Local Provider*

1. The documented current and projected future needs for a strong, nationwide Adult Education program are profound. The economic and social implications of not responding are frightening. The federal government should use incentives to encourage attempts to build and enhance the *quantitative* and *qualitative* capacity of Adult Education. Adult Education programs staffed by volunteers and part timers that exist as an afterthought on the peripheries of other institutions with different and often conflicting missions constitute a wholly inadequate response. Establish legislation that moves *funding and program decision making as close as possible to the local providers of Adult Education.*

D. *Recognize the Distinctive Aspects of Adult Education, and provide Enabling Legislation*

1. Adult Education and Job training fulfill vastly different functions, yet they can and do serve each other and should continue to do so. *Joining them at the hip, however, diminishes the effectiveness and purposes of both.* Placement-driven, quick-fix job training programs are not the appropriate venue for addressing serious educational disadvantage. Doing so is unfair to the trainee and puts an unfair burden on the training entity. Adult Education programs responding to a multiplicity of needs often cannot provide the level of time-compressed, intensified instruction required by those in job training. Persons lacking the basic academic and/or language skills necessary for training to be effective should be referred to intensive Adult Education programs until they are training ready. *Enabling legislation should redirect resources to Adult Education, resources which are currently dispersed through other federal programs that support basic skills instruction but which do not have Adult Education as their primary mission.*

IV. REACTIONS TO THE PROPOSED WORKFORCE DEVELOPMENT ACT (WDA) OF 1995

A. *The Workforce Emphasis is Too Narrow*

1. As previously stated, people who need and use Adult Education do so for a multiplicity of reasons (See section I.A. 1 above). The varied needs of students of Adult

Education do not fit neatly into the category of workforce preparation. *A workforce emphasis will eliminate or restrict the participation of millions.*

B. *The Consolidation of Vocational and Adult Education into a Block Grant Is a Mistake*

1. As previously stated, vocational (job training) and Adult Education have distinct purposes and separate but related missions (See section III.D. 1 above). Even though 25 percent portion of the WDA is slated for state education agencies, the likelihood of politically marginalized (see section II.A.l) Adult Education programs *surviving a battle over a block-granted pot of reduced funds* with powerful interests such as K–12, community colleges and others *are slim to none.*

C. *A "Workforce Development Partnership" and No National Adult Education?*

1. No matter how well intended and "functionally integrated," the creation of this narrow-focused employment bureaucracy will be the death knell for Adult Education. That would be *a great moral shame and practical disaster for the nation.*

Thank you again for having me here today. Good luck and Godspeed with the momentous decisions facing you.

PIMA COUNTY ADULT EDUCATION

130 West Congress, Room 540
Tucson, Arizona 85701
(520) 740-8695

Detail for May 19 Testimony
for Senate Subcommittee on Education, Arts and the Humanities

An Overview

Pima County Adult Education (PCAE) has been providing adult education services to Tucson/Pima County communities since 1969. PCAE is a division of the Pima County Superintendent of Schools Office. It is a grants-driven public educational agency with over 20 separate federal, state, local and corporate funding sources. In 1992, then Secretary of Education Lamar Alexander selected PCAE for the Secretary's Award, recognizing it as one of the ten finest adult education programs in the nation.

Diversity in population and geography mark the region served by the Pima County Adult Education Program. Program sites are found in elementary and high schools, workplaces, correctional facilities, community based organizations, on community college and university campuses, in several urban learning centers, and on the Tohono O'Odham and Yaqui Indian reservations. The program covers a geographic area larger than Rhode Island and Connecticut combined, encompassing highly urban and distinctly rural areas.

The program currently serves over 12,000 people annually in all programs (see Special Programs following), slightly over 10,000 of them in a **core program** of literacy, GED (High School Equivalency), English to Speakers of Other Languages (ESOL), and citizenship instruction. PCAE currently maintains waiting lists of over 1,000 persons waiting for seats in the core program, and that list is likely to double in the fall of 1995. Total budget for all programs is approximately $3,000,000.

The Core Program

PCAE provides county-wide instruction in Adult Basic Education (ABE, 1st through 8th grade level); English to Speakers of Other Languages (ESOL); GED (High School Equivalency); and Citizenship. The target audience is adults 18 years of age and over who have less than a high school education and who are out of school. Collaborative partnerships with local governments, community-based organizations, Head Start, school districts, community college campuses, state agencies and tribal governments have enabled a comprehensive and widespread presence in the community.

The Core Enrollment (CHART)

	FY 1994	
ABE	3,852	37.5%
GED	2,312	22.5%
ESOL	3,889	37.9%
CIT	221	2.1%
Total	10,274	

The Core Student Hours (CHART)

	Total Students	Total Student Hours	Average Hours per Student
ABE	3,852	201,534	52.3
GED	2,312	108,929	47.1
ESOL	3,889	280,471	72.1
Citizenship	221	3,469	15.7
TOTAL	10,274	594,403	57.9*

*When students who did not complete a six hour orientation are factored out, average hours per student is 78.

The Ethnic Breakdown of the Core Program (CHART)

	American Indian	Asian or Pacific Islander	Black not Hispanic	Hispanic	White not Hispanic	TOTAL
TOTAL	561	493	495	6,238	2,487	10,274
PERCENT	5%	5%	5%	61%	24%	100%

The Age Breakdown of the Core Program (CHART)

AGE GROUP	16-17	18-24	25-44	45-59	60 +	TOTAL
TOTAL	1,016	3,351	4,851	875	181	10,274
PERCENT	10%	33%	47%	8%	2%	100%

The Student Outcomes for the FY 1993-94 Core Program

- **963** *participants received high school equivalency diplomas.*
- **1,026** *entered other educational or training programs.*
- **1,213** *gained employment or job advancement.*
- **2,947** *completed the level of instruction which they entered.*
- **2,315** *moved to a higher level.*
  Average number of hours spent in the program per student among those who continued beyond a six hour orientation was ***78 hours***.

Funding Sources for the Core Program

Federal Adult Education Act; Arizona Department of Education; Pima County; City of Tucson; United Way.

Special Programs

PCAE provides a variety of programs to meet the needs of special populations. These include:

- The **RAISE Project**, which provides adult education to adults with physical and mental disabilities, operated in partnership with the Arizona Department of Developmental Disabilities.

  Funding Sources: AZ Department of Economic Security, Developmental Disabilities Division; AZ Department of Education, Adult Education Division.

- The **Family Literacy Project**, operates in partnership with Head Start and the Sunnyside, Amphitheater and Tucson Unified School Districts in thirteen schools.

  Funding Sources: Toyota Motor Corporation; Americorps/National Center for Family Literacy; Tucson Community Foundation; Division of Adult Education, Arizona Department of Education; the Sunnyside, Amphitheater and Tucson Unified School Districts; Child/Parent Centers (Head Start) Inc.

- The **PCAE-Edge** Charter School for out-of-school youth ages 14-21, provides alternative education.

  Funding Source: JTPA 8%; Serve America; AZ Juvenile Justice; AZ Department of Education; Tucson Unified School District; Pima County Juvenile Court.

- The **Adult Vocational Training Project** (AVTP) provides computer/office skills training to disadvantaged adults along with job search/placement assistance.

  Funding Source: Arizona Department of Education, Vocational Education (Carl Perkins and JTPA 8%); Pima County; JTPA.

- The **Refugee Education Project** serves the educational and job development needs of refugees from a variety of countries.

  Funding Source: U.S. Health and Human Services/Office of Refugee Resettlement, Arizona DES/Refugee Resettlement Program.

- The **Homeless Education Project** provides basic academic and life skills instruction to homeless persons.

  Funding Source: U.S. Department of Education, Stewart B. McKinney Act, funding administered by the Arizona Department of Education, Division of Adult Education.

- The **JOBS Program** serves parents receiving public assistance and operates in partnership with the Arizona Department of Economic Security.

  Funding Source: AZ Department of Education; Division of Adult Education (with funds provided by the AZ Department of Economic Security).

- The **Workplace Education Project** serves the educational needs of over 15 large and small businesses and their employees.

  Funding Source: The project has been partially funded through the United States Department of Education and partially funded through fees-for-service. As of April, 1995 the Workplace Education Project will be a totally fee-for-service project.

- The **LEARN Literacy Project** serves persons on probation and operates in partnership with the Arizona Supreme Court.

  Funding Source: Arizona Department of Education, Division of Adult Education; City of Tucson; Arizona Supreme Court.

PIMA COUNTY ADULT EDUCATION'S

HIGH EXPECTATIONS

NEWSLETTER APRIL 27, 1995

A STUDENT PROFILE OF COURAGE

By Tanya Currington

What's your definition of the word *struggle*? **Lina Prieto's** is simply "overcoming obstacles," and in her case, that's an understatement. As she says, ***"Nothing was given to me, I've had to fight every step of the way."***

Growing up in a home with a myriad of brothers and sisters, an absent father and a mother on welfare, there were often times when there wasn't enough food to eat. Although Lina's mother was very loving and caring, she could not always provide enough for her family. Lina remembers dining on lettuce sandwiches, pretending they were "real" hamburgers.

In 1963, six-year-old Lina ***witnessed her older brother's murder*** when he was shot by a homeboy in front of their Watts, L.A. home.

In 1969, an uninvited guest at a baby shower given by Lina's mother fell from their second story balcony and was left paralyzed from the waist down. The next morning, Lina had to scoop up ***the clotted blood from the ground below, using a yellow potato chip wrapper.***

Then, one sunny afternoon on her way home from school when she was just twelve, Lina received devastating news. ***Her mother was dying!*** She had been stabbed with a rusty butcher knife found behind a local meat market by her abusive boyfriend. She died of blood poisoning one week later. In her mind, Lina can still see the blood stains on the stairs. The boyfriend served only a seven-year prison sentence for his devastating crime that shattered the family.

In 1975, Lina dropped out of high school, tried drugs and had several boyfriends, although avoided joining a gang.

Subsequently, she became pregnant with her first son, later married and had her second son and was herself in an abusive marriage in San Antonio, Texas. Her self-esteem was at its lowest point. After deciding to end her tumultuous marriage, she borrowed money to purchase three airline tickets to Arizona. Lina and her sons moved in with her sister here in Tucson. She applied for AFDC and finally was able to rent a tiny, one bedroom, roach-infested apartment of her own.

In September, 1992, she received help from low-income housing and moved into a cleaner apartment. Soon after, ***she began GED classes at El Rio***. Feeling inadequate, she often felt like giving up, but instead, gained confidence and strength through the support and encouragement of her teachers Maria Acevedo and Peggy Altfater and an impromptu, in-class tutor session with Greg Hart, who showed her kindness and sensitivity. Lina persevered and earned her GED in June, 1994.

Lina is now attending Pima Community College full time, majoring in (guess what) Social Welfare. She volunteers twice a week at El Rio, helping GED students reach their goals. She is also a member of the El Rio Site Committee, involved in voter registration and shines as a strong communicator, expressing publicly the concerns of the community and adult education. ***There is no such thing as a "part-time mother,"*** and Lina single-handedly raises her seventeen and five-year-old sons, instilling values as an impressive role model.

Through grief and adversity, most would give up the "struggle," becoming bitter and angry. But not a woman of this stature. ***Courageous, strong, a fighter with sensitivity; we are so proud of you, Lina.*** You are an inspiration. We thank you.

Senator JEFFORDS. Dr. Tracy-Mumford.

Ms. TRACY-MUMFORD. Mr. Chairman, first of all, I would like to extend greetings from Sandra Robinson, the State director of adult education in Vermont, who could not be here today, but certainly extends her appreciation to you for the support that you are giving to adult education. And second, I would be remiss if I did not acknowledge the many students who are here today to support their programs, and the students who are here are here from multi States.

I sincerely appreciate the opportunity to be able to speak to you today on an issue of critical importance to the field and to you. Adult education's potential to affect multiple generations simultaneously is the value added of an adult education system.

Two powerful studies, the National Adult Literacy Survey, and the RAND Institute, indicate that the single greatest factor and influence on a child's education is his or her parents' educational level. Depending upon how you view the bottom line, either one-fourth or one-half of the population is without the foundation skills that will be needed for the 21st century.

The message certain becomes clear: unless we educate adults to be their children's first teacher, to participate in their respective communities, and to enable them to secure and hold jobs, we will not have a nation that will be globally competitive.

Delaware offers a comprehensive instructional system that does address multiple purposes. Understanding the array of services explains the importance for States to have flexibility in addressing their own unique needs.

Delaware invests more than $3.5 million annually, and a maintenance of effort clause in the legislation guarantees this kind of State support. Last year, 85 percent of the services were given to students at the lowest educational level. Approximately 25 percent were LEP students Half of our students were in fact employed.

Annually, our students say that they have multiple achievements in the areas of educational gains, economic gains, family, and community outcomes. The annual rate of return of investment in Delaware is $4.40 for each dollar spent.

To explain the broad-based adult education system and the results of our program, let me highlight several of the students who are here today, and I will ask them to stand as I tell their stories.

Keyla Pyne started in ESL, went to adult education, and completed her high school education in an adult high school program in 1994, 6 years after she began. On graduation night, Keyla told the audience how important adult education was to her. She said, "You see, I am the first person in my mother's family to ever graduate from high school." Today Keyla attends the University of Delaware, works for a bank, and uses her bilingual schools. Her son benefited from her participation in adult education because he went to school ready to learn and speaking English.

Many students like Keyla need extended time in an educational program with continuity of services. Quick fixes do not work in education.

I want to also acknowledge that Keyla is here after working the night shift from 11 to 7.

A second student, James Harrison, is a graduate from Georgetown—that is, Georgetown Correctional Institute, a State prison in Georgetown, DE. His program was a partnership between State agencies. He was a dropout, a drug user who found himself in prison after a series of infractions with the law. He did avail himself of adult education in prison and learned within the program how to take charge of his life. Today, James and his family are highly respected members of the community, and he is the first person to be granted a complete pardon. His pardon was granted in 1992, and he attributes a great deal of that to the fact that he was able to access adult education.

Senator JEFFORDS. Congratulations, James.

Ms. TRACY-MUMFORD. Absolutely. Not only does James have a pardon, but he is a drug addiction counselor and a motivational speaker to many students.

A single-focused job training program would not enable this type of services to be presented.

Tina Blunt is a participant in Delaware's AFDC Teen Parent Family Literacy Project, which is jointly funded through JTPA, JOBS, and Adult Education. Tina, age 19, will be completing her high school education this year, going to college next year, and eventually opening a daycare facility. Her two children are receiving a healthy start because of the family literacy connection with adult education.

As you look to authorization of an adult education block grant, we feel that it would be very helpful to ensure that the system sends the funds to a State education agency. And please, do not allow the adult education funds to be in competition with the K through 12 vocational funds; the results would be devastating for adult education.

We also encourage you to look at a State funding formula that holds harmless a clause to protect small States like Vermont and Delaware, which would lose a tremendous amount of money without that hold-harmless clause.

We encourage you to also institutionalize collaboration across Federal legislative initiatives. Through collaboration, great things can occur, and these students today attest to the great things that can happen. The students highlighted are not sensational examples; they are our typical examples, and each typical example is, for each student, a sensational outcome.

We also ask that you do look for accountability in performance, that we support professional development networks to build the capacity of adult educators, and that there also be a clear definition for a national leadership role, because we do need leadership at the national level.

In conclusion, Congressional action can in fact have a profound impact on the future of adult education and the future of America. We in adult education look forward to being full partners with Congress in making this pprofound impact possible.

Thank you.

Senator JEFFORDS. Thank you very much.

[The prepared statement of Ms. Tracy-Mumford follows:]

PREPARED STATEMENT OF FRAN TRACY-MUMFORD

I sincerely appreciate this opportunity to speak before you today on issues of critical importance to both Congress and the field of adult education. Adult education plays a major role in establishing a solid educational foundation that will strengthen our nation's families, communities, and economy. As the State Director of Adult Education in Delaware. Even Start Coordinator and current Chair of the National Council of State Directors of Adult Education, I witness this impact daily.

Adult education's potential to affect multiple generations simultaneously is the value added of the adult education system. Two powerful studies confirm the importance of this intergenerational connection, the *National Adult Literacy Survey* (U.S. Department of Education, 1993) and *Student Achievement and the Changing American Family* (Rand Institute, 1994). Both indicate the single greatest influence on a child's education is the parent's educational level. The predictability factor of this link for undereducated parents is alarmingly accurate as a proxy for a child's educational attainment level. Depending on how you view the bottom line, one-fourth to one-half of our nation's population are without the foundation skills for the 21st century. The message becomes clear, unless we educate adults to be their child's first teacher, participate in their respective communities, and secure/hold jobs, we will not have a nation that is globally competitive.

OVERVIEW OF ADULT LITERACY SERVICES IN DELAWARE

Adult Education in Delaware offers a comprehensive instructional system in basic education (for students with skills less than an 8th grade level), adult secondary education and English As A Second Language. There are additional areas of service that foster family literacy, homeless adult education, workplace literacy, and Gateway programs for public housing. Understanding this array of services explains the importance of states having flexibility to address their unique needs.

Delaware invests with the federal government in adult education, spending more than $3.5 million state dollars for adult basic education, adult secondary education, workplace education and family literacy. Last year in Delaware, 85 percent of the services were provided to adults with less than 8th grade level skills. Approximately 25 percent of the students were limited English proficient and 33 percent were 24 years of age or younger. Fifty-one percent of the students were employed, 80 percent economically disadvantaged, 22 percent on public assistance, and 10 percent incarcerated or institutionalized.

Our adult education program is offered in a variety of settings ranging from schools to Head Start facilities, libraries, social service centers, workplaces, public housing projects, prisons and even church basements. The average number of student contact hours is close to 100 hours annually. Most instructional staff is part time and composed of paid professionals and volunteer tutors. Volunteer programs represent 21 percent of the programs in the state. A State Literacy Resource Center, funded under Section 353 and created in 1987 four years before the National Literacy Act of 1991 created state literacy resource centers, provides training and program information to teachers and local programs.

BENEFITS OF ADULT EDUCATION

The annual performance of our adult education program indicates that 36 percent of the students completed a program level (i.e., beginning, intermediate or advanced ESL/secondary education), 60 percent of those who entered a GED program completed and another 32 percent graduated from the adult high school, 11 percent gained employment (returning to the state an annual investment of $4.40 dollars for each dollar spent). Statewide 1 out of every 7 high school diplomas issued went to an adult student.

To explain the importance of a broad-based adult education delivery system, let me highlight several students (each of whom, I will add, would not be served in an adult education system that solely focused on education for job training). These students typify the broad range of students we serve and the importance of ensuring a broad range of service delivery.

Keyla Pyne, a 6-year student in adult education utilized ESL, ABE and ASE services, came to this country speaking little English. She started in ESL, went to basic education classes, then completed her high school education at the adult high school program. On graduation night, Keyla received a standing ovation from more than 1,000 people in the audience who heard her say with pride, "Groves High School [adult education] made my dream come true. You see, I am the first person in my mother's family to graduate from high school. America is the land where dreams come true." Today, Keyla attends the University of Delaware and works for a bank

where she uses her bilingual skills. Her son benefited from her participation in adult education. He went to school ready to learn and speaking English because his mother learned to speak English. Many students, like Keyla, need extended time in an educational program with continuity of services. Quick fixes do not work in educational development.

A second student, James Harrison, is a graduate from Georgetown; that is, Sussex Correctional Institution, a state prison, in Georgetown, DE. His program combined the comprehensive services of adult education through a partnership between state agencies. Before graduating, James' life was anything but perfect. He was a school dropout and drug user who found himself in prison after a series of infractions of the law. He availed himself of adult education while in prison and learned through the program he had choices and how to take charge of his life. Today, James and his family are highly respected members of the community and he has been granted a complete pardon from the Governor. James works as a drug addiction counselor and a motivational speaker to inmates, potential dropouts, and adult education students. A job training program would not offer this type of service to inmates.

Even Start is another collaborative partnership with adult education. Adult Education program funds are used for the parent's education component. Lisa Hayman, a single parent, is a former Even Start participant. She and her son, Brandon, attended together. When she came to Even Start, she was unemployed. Today, she is a peer model in the Even Start program and a Child Care Aide. After she earns her GED, she will attend college for a Child Development Assistant Certificate. She intends to operate her own Day Care program. Even Start helped her obtain full time employment, sort out her career path and become a better parent for Brandon. Brandon, an 11 year old, is an A/B student because of the skills his mom gained in Even Start and Adult Education.

Another important component of our program is to provide program services for JTPA clients. Six percent (6 percent) of our students enroll in job training from adult education or are referred to adult education prior to receiving job training due to skill deficiencies. These adults receive job specific basic skills. I assure you these students are vitally important to the program, but they do represent a small percentage of the total program.

JOBS clients are integrated into Even Start/adult education collaborative programs or placed in any of the existing programs throughout the state. One special project, AFDC Teen Parent Family Literacy, is jointly funded by JTPA, JOBS and Adult Education. This project, that serves 30 families annually, is having a tremendous impact on teen families. Teen parents are graduating from high school with solid career plans, enrolling in college and establishing a nurturing environment for their children to grow and develop.

Delaware stakeholders in adult education and other state agencies have worked together to guarantee an effective system. Educational teams of Early Childhood, Title I Special Education, Adult Education, and Even Start work closely to ensure integration of program services. Across agencies, through the Interagency Council on Adult (and Family) Literacy, the Department of Public Instruction, the Delaware Economic Development Office, the Office of Public Housing, the Department of Labor and the Department of Social Services have written Agreements of Understanding that strengthen families and service delivery. Factors, such as different fiscal year starting and ending dates, unlike performance measures, restrictions on the use of funds and other barriers have inhibited Delaware's collaborations. We have prevailed despite these obstacles because we believe in the underlying premise to comprehensive, holistic, coordinated delivery of services.

THE IMPACT OF CREATING A SINGLE FUNDING STREAM FOR JOB TRAINING, ADULT AND VOCATIONAL EDUCATION

As Congress moves forward with the authorization of adult education legislation, the opportunity exists for a system to be created that will leave an indelible stamp on adults and their families as well as the economy. Congress has the opportunity to ensure an infrastructure for adult education that includes multiple purposes.

A single economic focus substantially restricts states to the type of services that can be offered and the students who can be served. Job training is a narrow focus and prevents serving the adult's full range of life roles and responsibilities. The Workforce Development Act appears to be recreating the current JTPA program. It eliminates 47 percent or more of Delaware's students. With a job training focus, it is not possible to offer family literacy or participate in school reform—school readiness or dropout prevention efforts.

STRUCTURING FEDERAL LEGISLATION TO IMPROVE FEDERAL, STATE AND LOCAL EFFORTS IN DELIVERING ADULT EDUCATION

In authorization, Adult Education consolidated with family literacy, library literacy, and education for jobs as a block grant, can be far-reaching into the 21st century and constructed so that it ensures a system that will:

- Consolidate fragmented adult education and literacy programs/services into one act, clarify conflicting definitions, eliminate duplication of services and provide flexibility in how states provide services.
- Maintain adult education's strong educational identity by sending funds for adult education to the State Education Agency.
- Ensure that the funding formula has a hold harmless clause so that small states such as Vermont and Delaware who receive minimum State grant allotment do not suffer a severe financial loss. (The populations of the larger states can cause considerable loss of funds to small states who have equal needs but considerably fewer people.)
- Assure an infrastructure for delivery of educational and support services.
- Provide flexibility for service delivery to impact multiple purposes.
- Institutionalize collaboration at the state and local levels with other federal programs such such as welfare reform, Head Start, school-to-work, Improving America's School Act (Title 1, ESL, migrant and Even Start), Goals 2000, health care and job training. Such linkages would support comprehensive statewide service by improving information about and access to programs and help students make transitions to further education, training or employment.
- Require accountability of the program's performance and impact with states setting performance standards and reporting annually to the workforce development council and the United States Department of Education.
- Support professional development networks to build the capacity of adult educators.
- Define the national leadership role to provide technical assistance, solid research, and data collection through the Department of Education and the National Institute for Literacy, each being responsible for clearly defined functions.
- Give direction without being prescriptive eliminating numerous set-asides for delivery to specific populations. Legislation must focus investment where the need is the greatest.
- Include a state maintenance of effort clause. This protects programs against funding fluctuation within the state and ensures continued state federal funding partnership.

CONCLUSION

Federal and state level leadership is essential to the success of adult education to provide intensity of service. An adult education program that includes family, community and economic purposes will enable the American Dream to become a reality for educational and economically disadvantaged families. Congressional action will have a profound impact on the future of America. We, as adult educators, look forward to being full partners with Congress in making this profound impact possible.

Senator JEFFORDS. Mr. Stuck.

Mr. STUCK. Good morning, Senator Jeffords, Senator Pell.

I am a trainer, so I am going to go ahead and make use of some charts this morning. I represent four hotels in Louisville, KY—Galt House, Galt House East, Executive Inn, and Executive West—with a workforce of up to 1,300 in peak season. We are totally privately funded. It is a business venture that I and my associate, Ms. Nancy Bodies, who is seated behind me here this morning, operate, with several training programs, which I will highlight.

Let me give you some preliminary business philosophy of what our organization represents. We are a hospitality organization, so we deal in guest services as our main priority in order to make profit and generate productivity. On the left, we have the company vision statement, which states that. You can see buried in the company vision statement there something to the effect of quality

standards and leading in guest services. Both of those require training and education to accomplish that.

On the right is company values, and you will see buried in that, as you read on through, evidence of training programs being conducted for the workforce and also the idea that a career work environment is what we want for all employees to stay on board and be productive.

This chart indicates what we represent as our "We are Service" philosophy. "We are Service" represents our hospitality and our business operating philosophy, and it is composed of three major components—employee relations, guest relations and training.

Obviously, employee relations means keeping the workforce happy, making them want to be satisfactory in the job and stay with us over the long-term. Guest relations is what we are in business for, to make profit and stay productive. And training is require in both of those areas in order to accomplish that and make the workforce very productive for us.

This chart shows the four training program areas that we operate in. My original title was "service training coordinator," but since coming on board, we have recognized the fact that service training alone does not get it. Technical skills, leadership skills and general and continuing education are also required, and that is why we now have a two-person training department to coordinate and handle these areas.

I am responsible for managing, conceptualizing, analysis, design, development and instructorship of all of these courses in these various areas, using external agencies, off-the-shelf products and so forth, in order to accomplish these training goals and act as an advisor to the senior management of the company. I will go into each of these areas in the next chart.

This is the main focus of what I want to talk about here this morning. Guest awareness is guest service, training, technical skills, or what is required to be accomplished on the job.

Leadership is required, and what we mean is supervisory training, from front-line leadership right up to senior management.

General education is the professional development which we need in order to give people basic learning and assessing skills.

And finally, the issues area, I will talk about in detail. I will refer you to guest awareness. Those are the areas that are required. A great deal of our workforce population that we get in the door has not had much training or much experience in basic courtesy, basic understanding of pride, self-value, and so forth, so we are required to give them, as they come in the door as a new employee, orientation in all of those areas. You can see over on the right that in order to do that, we had to train our current workforce because this was a new program, so in the past 12 to 14 months, we have probably touched on almost 2,500 people in this arena, talking about interpersonal skills, pride, self-worth, and things of that nature.

Technical skills is ongoing all the time. We have probably anywhere from 100 to 150 different job areas ranging from food and beverage, kitchen, service, stock. On the hotel side, they range from front desk, maintenance, housekeeping, sales. And then we have an entire security department on each of our properties. So we have

quite a number of job-related areas, different jobs tasks, and so forth, and all new employees and current employees receive refresher training.

Leadership skills seems to be our biggest challenge right now. We are finding that in the population that we are addressing, leadership skills are very difficult to come by. We are talking about the actual thinking skills, as you can see in the chart—communication, problem-solving, basic thinking and thought process, and the ability to interface on a courteous level, on a level that will motivate and affect people.

General education-wise, we have an education center that operates once a week and address the particular areas of learning thinking skills, reading, math, reading comprehension, writing, and communication skills, both verbal and nonverbal.

We also provide advisory roles to people who are interested in continuing their college education or technical school education, and we make use of what we call the educational opportunities center, which is a federally-funded operation in Louisville, to come out and provide advice to people in terms of financial aid and where they might go for advanced education.

Let me address the issues, because those seem to be the most critical to us. What can we do, what do we need at our level in the private business arena?

We are totally unfunded by any Federal-State grants. We do make use of the educational opportunities center. We prepare for the GED and going for GED testing and that sort of thing.

We have problems with learning to learn skills, we have problems with basic reading comprehension, we have problems with thinking, we have problems with English as a second language. With English as a second language, we have had several opportunities where we could have used on-site instructorship both last summer, with the Vietnamese, and this particular summer probably with some Spanish-speaking employees.

What this means to us is the following, and you can look at the chart where it says "cause and effect." We are all going to continue to suffer from a shrinking workforce. We are all going to continue to experience an older employee workforce. Our original entry-level employees were age 16 to 24; now, we are starting to see entry-level employees ranging from 25 to 55 years old.

In the State of Kentucky, we have the Kentucky Education Reform Act which has been put into effect, and that is supposed to help the primary and secondary education levels, and we appreciate that, but the kinds of people we are getting in the door have suffered from poor public education, and we are faced with these problems.

Lack of basic education skills seems to be the big thing. Population diversity—we are going to have to appeal for entry-level positions. We are going to have to continue to appeal to people who are not well-schooled in the English language, and we are going to need to prepare them for that. And finally—among senior management, we discussed this potential yesterday or the day before—with the possibility of welfare reform, our situation is going to continue to get worse, because we are liable to get people off of the welfare

rolls who are ill-prepared to come to work, so we are going to be facing even more of the same problems.

In conclusion, this is what the private businessman faces. We originally said get the job done, make a profit, be productive and make a profit margin for the owner. We are now having to evolve into doing all that, but having to balance all the factors that you see up there on the chart—guest service, communication, leadership, employee relations skills—retain as many employees and keep us from having a 100-plus employee turnover rate—and we also have to prepare people for technical skills on the job, because even though we address unskilled labor, we are required to train them, and many of them acquire very highly technical skills while they are on the job with us.

Facing all this, training and education has to shoulder the burden within our organization to address all of these areas. So private business could use some help in this arena. We would like to see either tax breaks or funding grants to able us to at least address the areas of general and adult education so that we can go ahead and have these GED and self-improvement/professional development classes on a regular basis, on property, with a hired or contracted instructor, that we would know could run on a daily basis and address the skills that we need, and actually schedule people on the job during their particular shifts to come in for an hour to be trained in these areas on a continuity basis. Right now, it is kind of hit-or-miss, and it is based on people's voluntary interests to professional develop themselves. We would like to have something that we can go ahead and schedule on a regular basis.

Senator JEFFORDS. Thank you, Mr. Stuck.

[The prepared statement of Mr. Stuck follows:]

WRITTEN TESTIMONIAL STATEMENT PROVIDED BY JOHN W. STUCK ON MAY 19, 1995, TO U.S. SENATE SUBCOMMITTEE ON EDUCATION, ARTS, AND HUMANITIES; THE HONORABLE JAMES M. JEFFORDS, CHAIRMAN

The Home Supply Company of Louisville, Kentucky was founded as a construction firm. The Company built and currently operates four hotels within the City of Louisville. The Galt House and Galt House East Hotels comprising 1200 rooms, opened in 1972 and 1985 respectively, are located downtown overlooking the Ohio River. The Executive Inn and Executive West Hotels with 1100 room, opened in 1963 and 1975 respectively, are located adjacent the Kentucky State Fairgrounds near the Airport.

Each hotel operates as an independently managed property with the exception of the Galt House and Galt House East, which are operated as one property. Each property is divided into a Hotel Division and a Food & Beverage Division headed by a senior executive. Hotel Division and Food & Beverage Senior Executives report independently to the Company General Manager.

The four hotels employ up to 1300 personnel during peak business periods. The following table illustrates average staff distribution:

	Hotel Division	Food & Beverage Division
Galt House and Galt House East	300	300
Executive Inn	130	110
Executive West	150	150

The Security, Central Accounting, Personnel, and Training Departments compose approximately another 100 personnel.

The Galt House, Galt House East, Executive Inn, and Executive West Hotels are leading representatives of the Hospitality Industry within the City of Louisville, the State of Kentucky, and the Southeastern Region of the United States.

The major focus of any hospitality business is to provide excellent guest service in order to be productive and competitive. To promote the idea of friendly and caring guest service all four hotels have adopted the Company "WE ARE SERVICE" Business Philosophy and Motto in all facets of their operations. For example, the Motto appears on staff name tags, on hotel stationary, and on all hospitality literature.

The WE ARE SERVICE Philosophy focuses in on how staff internal working relationships directly effect the outcome of external guest service.

The goal of WE ARE SERVICE is to maintain a healthy working environment where "WE (the staff) REALLY CARE" about each other, and as a result "WE ARE VERY SERVICE-ORIENTED" towards our guests.

All employees (frontline to management) should understand the concept that improving job-site working relationships will lead to better individual job satisfaction, and ultimately generate stronger work force guest service attitudes.

As a further example of the Galt House, Galt House East, Executive Inn, and Executive West commitment to the high quality guest service, the Company published the Vision Statement listed below to identify the Organization's Top Priority Goal and how to achieve it.

"WE ARE SERVICE"
COMPANY VISION STATEMENT

GUEST SATISFACTION IS OUR NUMBER ONE PRIORITY.

WE SHALL

SET QUALITY STANDARDS IN ACCOMMODATIONS AND FOOD & BEVERAGE WHICH CAN NOT BE MATCHED.

AND

LEAD THE HOTEL AND RESTAURANT INDUSTRY WITH CARING GUEST-ORIENTED SERVICE.

The Galt House, Galt House East, Executive Inn, and Executive West are also operated in line with the Company Values listed below:

"WE ARE SERVICE"
COMPANY VALUES

WE SHALL

BUILD & SUSTAIN A FINANCIALLY SECURE COMPANY TO BENEFIT ALL EMPLOYEES, EMPHASIZING "TEAMWORK IN

- MAKING SOUND BUSINESS MANAGEMENT DECISIONS,
- PURSUING AGGRESSIVE MARKETING & SALES PROGRAMS,
- PROVIDING COMPREHENSIVE EMPLOYEE TRAINING,
- MAINTAINING HIGH EMPLOYEE STANDARDS FOR PERFORMANCE & BEHAVIOR.

PROMOTE FAIR & EQUITABLE TREATMENT FOR ALL EMPLOYEES. NO SEXUAL HARASSMENT AND/OR DISCRIMINATION DUE TO AGE, SEX, RACE, RELIGION, OR DISABILITY WILL BE TOLERATED FROM GUESTS AND/OR FELLOW EMPLOYEES.

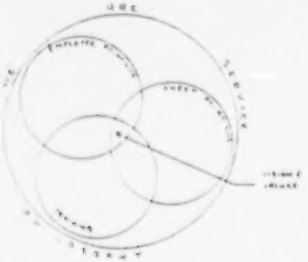
FOSTER PRIDE BY ENCOURAGING A CAREER ENVIRONMENT WHICH PROMOTES EMPLOYEE PROFESSIONAL DEVELOPMENT & ADVANCEMENT.

STRIVE TO MAINTAIN A SAFE & SECURE WORKING ENVIRONMENT FOR THE GENERAL WELFARE OF ALL EMPLOYEES.

The Values provide the staff with a clear understanding of what they can expect from the Company they work for. Training, performance standards, and career are all prominently addressed to identify the Company's commitment to educational and professional development.

BEST COPY AVAILABLE

The WE ARE SERVICE Philosophy is composed of three major components. The diagram below identifies the components, and illustrates training's part in the successful pursuit of guest relations and employee relations.



The Company Vision and Values are seen as our professional commitment and are the heart the WE ARE SERVICE Philosophy.

Employee Relations is defined as the Management - Staff commitment to making company employment a satisfying experience. Satisfying employment involves the quality of the work environment, motivation and incentives to encourage productivity, and the effectiveness of work force communication.

Guest Relations is the Management - Staff commitment to progressive long-term growth. This means the Company works toward maintaining and improving Hotel and Food & Beverage property and equipment, as well as actively expanding the level of guest service.

Training is defined as the Management - Supervisory commitment to educating and qualifying all staff members in Guest Awareness skills, Technical skills, Leadership skills, and fostering General and Continuing Education development. The bottom line is training is a tool to promote a career work environment.

There are four specific training programs associated with the WE ARE SERVICE Philosophy as identified below:

Guest Awareness Training addresses interpersonal working skills, such as: self-confidence, positive outlook, internal and external guest courtesy, and effective communication. This training program focuses on improving job site relationships as the vehicle to strengthening staff guest service attitudes.

Technical Skills Training is defined as hands-on job performance training. These training programs focus on providing the Guest with consistent quality products, such as clean room and food service excellence which exceeds a guest's level of expectation.

Leadership Skills Training includes basic, intermediate, and advanced supervisory skills which if employed properly will improve the consistency of employee relations and guest service.

General and Continuing Education reflects the Company's commitment to improving individual employee basic learning, creative thinking, reading comprehension, writing capability, and math skills. The program is presented through a work site adult education center. It provides a voluntary opportunity for employees to improve themselves academically either by working toward passing the General Educational Development (G.E.D.) Test, or by encouraging them to pursuit a college or technical school educational option.

At this point, a series of specific adult educational issues will be addressed as they relate to the Galt House, Galt House East, Executive Inn, and Executive West work force.

Issue 1 - What Type of Training and Educational Services are Provided and to Whom and How Do Participants Become Involved ?

The following data reflects the amount of annual training emphasis which is focused to educate the work force to be successful in their jobs, and as a result make the business productive and profitable.

1200 personnel in our current work force received four hours of guest awareness training skills.

Over 1200 new employees received three hours of guest awareness training skills in conjunction with the New Employee Orientation Program.

The large total receiving guest awareness training reflects the high employee turnover the Hospitality Industry experiences.

All members of the work force receive a form of technical skills training when they enter their assigned job site as a new employee. The amount and type training they receive is directly related to how complex the job is, and how much available time exists on the work schedule.

Approximately 300 supervisors and supervisor candidates received refresher and skill enhancement training over the past year. These training seminars were presented in a series two hour or seven hour in duration leadership training sessions.

The Company Education Center as it exists today evolved from a series of classes that were taught beginning in 1990. The Louisville Community Foundation received a grant from the Ford Foundation to develop a model/pilot work site educational program.

The Galt House and Galt House East were one of the five local businesses selected to be part of this pilot program.

Participating instructors at the Galt House used a 1988 - 1989 U.S. Department of Labor - American Society for Training Development study as the basis for training. This study cited key skills which employers want their employees to have. These skills are the ability to learn, reading comprehension, writing, math, communication, the ability to exercise creative thinking, the ability to set goals, being able to work on a team, and the ability to develop leadership skills.

Materials from the work place were and are still used as teaching tools. Emphasis is placed on competency-based instruction where the skills an employee learns can be applied directly to the job as well as for their personal education needs.

The management of the Executive Inn and Executive West were strongly committed to the original program and pleased with the results. Nine employees received G.E.D. certificates during the first year which strengthened their morale and increased self-confidence.

As a result, the Company hired one of the original Education Center instructors to continue the Program as a company benefit/incentive.

The present Education Center is open to any employee of the Executive Inn and Executive West. The Center is a flexible facility where employees are encouraged to participate by matching each hour of free time they donate time with an hour of company paid time. Employees who are not able to attend during normal Education Center hours are given books and training material which can be used for home study.

BEST COPY AVAILABLE

Issue 2 - What Does Their Involvement Mean Economically to the Business ? Guest Awareness Training is designed to develop employee interpersonal skills, in order to interact successfully with co-workers and the Hotel Guests. Guest Awareness topics include self-confidence, pride, verbal and nonverbal communication, perception, the power of observation, and personal stress control techniques. Applying these skills aids the employee in providing quality guest service.

Employee retention is a key business and economic factor, which relates directly to hospitality success. The shrinking and changing work force of the 1990's dictates a need to retain and develop the current on-hand staff instead of repeatedly training new team members.

Louisville, KY, is one of the top twenty convention cities in the country and our business must rely on conventions, meetings, and conferences that rebook year after year. Repeat guest/group business ensures that the Galt House, Galt House East, Executive Inn, and Executive West Hotels remain financially secure.

The purpose of Technical Skills Training is to develop a skilled and productive work force that provides excellent guest service in an efficient and economical manner.

Technically qualified employees enhance the Guest's impression of our hotels and supports the Company's aim of encouraging repeat guest business.

The subjects covered in Leadership Skills Training include leadership fundamentals, communication, one-on-one counseling, meeting techniques, problem-solving, conflict resolution, and employee relations actions. The training exercises and situations which are used are specific to various job sites in the Hotel.

Effectively trained leaders create a positive and productive job situation, which demonstrates a level of work force care and concern, reduces employee stress, and minimizes employee turnover.

The Education Center mission is to encourage employees to continue with personal learning goals. The Center strives to assist employees who have the desire to learn. Supervisors have historically commented that employees who attend the Education Center appear more confident and exhibit enhanced self-esteem. These positive self-image factors translate into a more satisfied employee, better communication skills, and increased guest awareness and guest service.

Issue 3 - How Can Business be Encouraged to be Involved in Education.

Businesses are motivated to become involved in education because companies do recognize changes in the workplace and work force. But, the economic impact of providing quality educational programs with qualified personnel is very difficult for the small to medium size business.

The advantages of work site education are threefold:

The individual worker develops skills that can be applied to the job as well as potentially improve their overall family situation.

Companies develop well-rounded employees with strong interpersonal skills who are able to learn and adapt more easily to changing situations.

The nation gains a work force able to succeed in a competitive international marketplace.

Traditional adult education programs are not always effective because a typical entry level employee does not have the time, motivation, and possibly transportation to attend classes at an adult education center.

The government can meet these needs by providing federal and/or state grants that fund work site education. Grants provide for qualified instructors to develop classes and train the work force.

Another business incentive would be an income tax credit if clearly established adult education guidelines were met. Companies could hire their own on-site educational instructors or contract with local or state adult education agencies.

Funding for on-site English as a second language training is another option that may meet the needs of a growing segment of the work force.

Issue 4 - What is Your Involvement with State and Local Agencies in Delivering Adult Education Services ? Our company is involved with local government agencies via the Executive Inn and Executive West Company Education Center.

Adult education students who are ready to take the G.E.D. test are referred to the Jefferson County Schools Adult Education Center for official testing.

Students with high school diplomas interested in furthering their education (either in college or technical school) are referred to the Federally funded (Department of Education) Education Opportunity Center. A counselor from the Educational Opportunity Center makes periodic on-site visits to encourage the continuing education process.

Employees who express an interest in computer training are referred to the Jefferson County Schools evening adult education class program.

In Conclusion - The challenge facing private companies today is dealing with the reality of a shrinking work force of 16 - 24 year olds who traditionally were the main source of entry level employees. As a result, the backbone of the Galt House, Galt House East, Executive Inn, and Executive West work force is 25 - 55 year olds.

The combination of demographics and economic factors mean employers are reaching into a less qualified labor pool in order to fill positions.

The labor pool which is now being tapped does not necessarily possess the learning, assessing, comprehension, and interpersonal skills required to be successful in the job market of today.

A strong partnership between private business and the Government is needed to ensure Adult Education remains a top priority. Emphasis on adult education is a must for the available labor pool to continue to grow and evolve into a productive work force.

Senator JEFFORDS. All those bells ringing a minute ago are for the vote I referred to, and they were very cooperative in allowing all of you to finish your testimony.

Senator Pell, our ranking minority member, has an unavoidable scheduling conflict, and may not be able to be with us this morning. With no objection, I would like his opening statement and an article from the Providence Journal regarding the importance of Adult Education placed in the hearing record.

I am very pleased that Senator Pell has joined me. He has been a tremendous leader in education and has been my role model for years. I think we will go over and vote and then come back, and I hope we will have an opportunity to have some good questions.

Senator PELL. Mr. Chairman, may I make a statement?

Senator JEFFORDS. Yes, certainly. Senator Pell would like to say a few words now.

Please, go right ahead.

Senator PELL. I have a very brief statement, and I thank the chairman very much for putting my statement in the record. I would just like to say how glad I am that we have the 10 percent set-aside for adult education, and one percent in vocational ed for those who are incarcerated, because one of our problems is the problem of recidivism, and the best way of eliminating that is to make sure that when people leave the correctional institutions, they have some skills. So I hope that this emphasis continues. I would like to see that 10 percent go up to 20, and I would like to see the one percent go up to 2.

Senator JEFFORDS. Thank you.

[The prepared statement of Senator Pell follows:]

PREPARED STATEMENT OF SENATOR PELL

Mr. Chairman, to my mind, this is one of the more important hearings we will have this year. To my mind, Adult Education is truly the unsung hero of our many small, but important federal education efforts.

To the mother struggling to get off welfare, adult education is often the key. Better education brings a better job and the chance for a productive life away from the welfare line.

To the immigrant seeking the full fruits of citizenship, adult education is often the key. A better understanding of our government and our rights produces a better citizen.

To the low-skilled, low-paid wage earner who may not know how to read, write, and compute, adult education is often the key to a better job. Improved literacy, whether on the job site or off, opens the doors of opportunity for advancement.

Sadly, however, adult education today serves only one-half of all those who seek its services. And, it has little, if any, wherewithal to reach out to those who need help but may not know where to turn.

It is critical that we reauthorize this program this year. It is equally critical that we do so in a manner that not only preserves this program but also enables it to more fully serve the adults who need these services. To my mind, we ought to make sure this program survives with the assurance that funds will flow to provide the necessary services.

I would also call attention to a recent Providence Journal article by Sarah Gleason, a General Equivalency Degree teacher at Dorcas Place in Providence. Dorcas Place provides important adult education services in my home State's capital city, and I would ask unanimous consent that Ms. Gleason's article be placed in the hearing record.

Commentary

Providence Journal

All of us will suffer if adult education is slashed

PJ 5/15 A7

SARAH C. GLEASON

"IF AT FIRST you don't succeed, try, try, again." This credo, embedded in our culture, has helped to shape us as individuals and as a society. The American Dream rests on the opportunity for individuals to improve their circumstances. Yet in all the current discussion about welfare reform, the need for a second chance has been largely ignored. Adult education, always underfunded, is now in danger of being eliminated.

While many may be unaware of its existence, adult education has given a second chance to thousands of Rhode Islanders. Some who have benefited failed at school the first time around, while others were themselves failed by the educational system. Because of family circumstances, some left school for work at an early age; others were immigrants who lacked educational opportunities in their country of birth. For many, adult education has been a ladder to a better life, a way off welfare and out of poverty.

In our state and our country, countless citizens helped by adult education contribute to our society and our economy.

Who will be hurt when adult education goes?

Judy Rusch, for one. Judy has attended the Dorcas Place Parent Literacy Center for five years, ever since her only child, Zech, began kindergarten at Veazie Street School in Providence. Severely dyslexic, Judy read at a fourth grade level when she started; she now is studying for her graduate-equivalency degree (high school equivalency) exams and hopes to finish by September. She and Zech take great pleasure in reading together at bedtime. Judy also volunteers in a fourth grade classroom at Veazie Street, working one on one with dyslexic students. Without adult education, Judy, Zech, and those fourth graders would all have lost.

"I'm not angry about what happened to me when I first went to school," Judy explains. "No one knew then how to teach learning-disabled students, and I'm just glad that things have changed." Despite such generosity, however, untreated learning disabilities remain a major reason why many on welfare have failed in school. Of the 55 students attending Dorcas Place — primarily women on welfare — nearly a fourth are struggling to overcome such disabilities.

Over and over, students comment on their pride in their newfound ability to read with their children and help them with homework. The benefits to their children's own self-esteem and school success are also great.

Adult education comes in many shapes and forms. GED classes are offered by local school systems and by our libraries, where parents and children learn together. Nonprofit organizations in Providence include Dorcas Place, as well as the Genesis Center and the International Institute, where hundreds of immigrants learn language and other skills needed to adapt to their new culture.

The Travelers Aid Society offers Adult Basic Education and GED classes to the homeless; and similar classes in our prisons help prepare inmates for better choices after release. Adult education programs are all around us, and we should be proud of their existence.

Yet in the national debate about budget and welfare reform, proposals have been made that would eliminate adult education altogether, leaving those with few skills to fend for themselves. Other proposals would move adult education from the Department of Education to the Department of Labor, where emphasis is on immediate employment, not education.

But education is inherently valuable. Education gives us long-term flexibility in the work place, and the capacity to adapt and change. It enhances our politics, since the success of democracy depends on informed citizens. Education enhances a sense of self-worth, a legacy we try to pass on to our children.

How widespread is the need for adult education? The National Adult Literacy Survey of 1992 reported that 90 million Americans have not mastered the educational foundation needed to make a contribution to the community. Employers complain that workers do not have basic educational skills. We hear almost daily that our economy is not competitive because people in other nations are better educated. We learn that many new jobs are "dead-end," and that even full-time workers making minimum wage cannot pull their families out of poverty.

These jarring facts point to the need for more adult education, not less, and to the grim conclusion that without it our workforce, our economy, and finally our society, will suffer if "reform" actually removes the hope of self-improvement through education for millions of Americans.

The policy of the Rhode Island Adult Education Commission states that "adult education will provide adult Rhode Islanders with the educational opportunities to achieve their fullest potential as community members, workers, parents, and productive citizens."

Incorporation of these goals into Rhode Island's welfare policy, now being shaped by Governor Almond and his associates, will be a giant step toward a better future for all Rhode Islanders.

Sarah C. Gleason is a writer and a teacher in the GED program at Dorcas Place, in Providence.

BEST COPY AVAILABLE

Senator JEFFORDS. We will be right back.

[Recess.]

Senator JEFFORDS. I want to apologize for Senator Pell. Everyone knows about Murphy's Law, that whatever bad is going to happen will happen, but we have a rule in the Senate of inevitable commitment disaster, that if you have two or three things that are extremely important to you, they will always occur on the same day, at the same time, even though you have waited 3 months for each of them to be gotten around to. So he is unable to be here.

First of all, I want to thank all of you again for very excellent testimony. As you know, we are dealing with one of the most important problems this Nation faces, and that is how to improve the lives and productivity of our citizens and our Nation as we move into the next century, with very daunting problems with literacy.

Each of you gave an excellent statement, and I have asked Mr. Harrison to join the other panelists at the witness table, because he represents an area where this Nation has great need. We know that in our institutions where people are incarcerated for violations of the law, approximately 80 percent are school dropouts. So if we are going to try to reduce the social costs and also increase our revenues through productivity, we must ensure that everyone has an opportunity to get out of the situation of facing life without education. So I appreciate James joining us, and I will have some questions for him a little later.

All of your testimony discusses in great detail how you deliver services and how they are coordinated with both the public and private sectors. As you know, this year, Congress is debating welfare reform legislation. How will the implementation of welfare reform impact adult education? How can the current delivery system be changed to meet the probable increase in the number of students who will be participating in adult education and essentially being required to participate in adult education as they are going to be required, basically, to find employment, and if you do not have the adequate education, finding employment is almost impossible. So how are we going to cope with that, or can we cope with that?

Mr. Hart.

Mr. HART. Chairman Jeffords, we have about 400 people on welfare in our program currently. About 100 of them are served through a contract we have with the Arizona Department of Economic Security, using JOBS 20 funds. The other 300 or so are in our core program, and they are referred there, and as a matter of the contract that we have with the Department of Economic Security, we maintain that level, that number of people, in our program.

I think welfare reform will send more people to our program. The likelihood that they will be sent without a funding stream to follow them is probably relatively high; it will place an additional burden on our adult education providers. Oftentimes, it seems like we take the most serious, or at least, the most talked about problems in society—for example, people in the criminal justice system, people on welfare—and we refer them to adult education programs because we know that basic skills have a direct link to their proclivity to be on some sort of social program or to be incarcerated, but no

money follows them. So we have kind of a perverse inverse, where we know where the problem is, but it is the weakest link in the chain.

Also, I wanted to tell you that referring and mandating people into adult education programs changes the volitional aspect. Many people come into adult education programs under their own volition. The people who are adjudicated there, who are mandated there, and who may or may not want to be there, can and do change the nature of adult education classrooms and programs.

Senator JEFFORDS. Thank you.

Dr. East.

Mr. EAST. No one who comes to us wants to be on welfare, Senator. They do not want to live in projects. They want out. They are desperately seeking some way out, and they have seen the glimmer that education is about the only way they can do it. They do not want to be on AFDC. They voluntarily come to our program.

The problem is that this year, the year ending June 30th, we will have served 900 young adults. We have turned away 1,647 who voluntarily came to our program, wanted in, wanted to break out of this intergenerational cycle for them and their families, but we do not have the funds to serve the ones who are coming now. If there is another wave, I do not know how that is going to impact, but obviously, there are lots of people out there who do not want to be on welfare, who want to earn their way out and want to be empowered to do that.

Senator JEFFORDS. Dr. Tracy-Mumford.

Ms. TRACY-MUMFORD. I would add also that the idea of 2 years for education is not sufficient, and unless that foundation is there, holding a meaningful job is not going to be possible.

Collaboration is certainly an excellent way for the services to be delivered. Many States have written agreements of understanding right now between adult education programs and welfare programs, the JOBS program, to deliver services.

I spoke earlier of our AFDC teen parent program. We are looking at ways that we can merge some funding streams. But again, as Greg Hart pointed out, if the funding does not come with it, that is going to put an additional burden on adult education. Right now in the State of Delaware, we have a waiting list. Not only does Delaware have a waiting list, but most States do have waiting lists, some of them up to 2 years.

When we have this kind of situation, the AFDC clients need to be served, which then shuts the door to the community folks who are coming in as volunteer learners. They need the services as much as the welfare recipients. So it is a big challenge and one that does not have an easy answer.

Senator JEFFORDS. Mr. Stuck.

Mr. STUCK. We have a relatively interesting difference here. I believe we are talking with some State and local agencies and so forth. We are putting people to work. We take people off the welfare rolls or whatever, and we are putting them to work, with the exception that we will not hire anybody with a criminal record which would prevent us from being able to have them work in a position of trust and confidence within our particular organizations.

So the hospitality service industry has characteristically taken people in who are unskilled and have the greatest adult education needs. In that regard, that is why we do have a need for basic adult education skills training within our job sites.

For those who want to go ahead and progress, they will use us as a stepping stone, and that has happened quite often. Once they get some basic skills, they move up to some other job, some other industry, some other segment of the economy. But we continue to have those who will only ever work in our particular segment of business, and we need to be able to improve their skills. So our greatest need, once again, is basic adult education skills. The greatest bulk of people that we employ are from the segment of the population that we would determine to be unskilled and have an adult education need.

Senator JEFFORDS. Mr. Hart.

Mr. HART. Thank you, Mr. Chairman.

I just wanted to reiterate something that Dr. Tracy-Mumford said, because I think it is a critical point. Almost all the time, working with people with serious educational disadvantage is not a short-term proposition. And for people to be referred into an educational classroom as part of their welfare reform package, and to expect someone who is not reading, or who is reading at a very low level, or not speaking English, to acquire the basic skills for job readiness in 3 or 4 months is an absurdity.

Also, we oftentimes get people who have dropped out of high school at 11th or 12th grade. They come into our program, and the expectation, perhaps, of the referring entity is can we get them ready in 4 months. I look at the referring entity and ask, Why do you expect us to get them ready in 4 months, when K through 12 could not get them ready in 12 years?

Senator JEFFORDS. I guess my concern, which you are basically addressing, is that if the law does require that participants do all that is necessary to be able to be employed at the end of their contract, or whatever period of time, that the system is going to be flooded with the rolls of people who are already waiting, and that there will probably be some sort of prioritization that you have got to serve those on welfare first, which would probably mean there would not be access to anybody else. Is that a realistic problem or fear?

Ms. TRACY-MUMFORD. That is realistic. As a matter of fact, I did a calculation of what that would mean for Delaware, and that would leave, in terms of open spaces for the community, less than 25 percent.

Senator JEFFORDS. Mr. Hart.

Mr. HART. Mr. Chairman, I believe it is an accurate assessment, and I think it is also related to the potential block granting, or the definition of the program as a pure workforce preparation program. Millions of people who come in for other reasons will be locked out, waiting in the street for their seats.

Senator JEFFORDS. Dr. East.

Mr. EAST. Mr. Chairman, the only problem I have with JTPA is that it starts with a "J." Most of the people who come to us are far away from being ready to be prepared for a job. They need a lot of basic skills, learning of life and coping skills, and what is

going to get them fired on a job—these kinds of basic things, many of which we learned at home.

We teach the Yellow Pages, Senator. None of the students who come to us have ever had the Yellow Pages in their homes, and it is like a miracle book when they all of a sudden understand that the companies in the field they re interested in are all in a row, in one place, alphabetically. It is like magic.

But you have to compensate for a lot of deprivation. We work with inner-city youth, and they are all economically disadvantaged. So these skills are needed before you get to a job preparation phase. The private industry council sends us a lot of people who have tested to go into vocational training programs, specific job skill programs, and they did not score 7th grade level. We find that some of those are high school graduates who could not score 7th grade level. Most of the students who come to us on average drop out between the 9th and 10th grades, and the average score about 5th or 6th grade on their skills. So they are far behind even being at the point to begin to get into job-specific training programs.

Senator JEFFORDS. Is a significant percentage young adult males?

Mr. EAST. In our program, we are about 60 percent female.

Senator JEFFORDS. So about 40 percent male?

Mr. EAST. About 40 percent male. We do have a family literacy program, an intergenerational model, funded through the National Center for Family Literacy, with early childhood education for the kids and GED preparation for the moms. We find that the women do not want to be on welfare. They do not want to live in the projects.

Senator JEFFORDS. My point in asking that is that again, if you get back to welfare, most of the welfare recipients are women, which will mean that you will be shutting out opportunities for male adults, which brings me to James Harrison.

James, you have a wonderful story, and it is a story that needs to be replicated. As I pointed out, incarceration records show that about 80 percent of those who are incarcerated are school dropouts, which means that if we are not going to have the recidivism that Senator Pell mentioned, we have to provide educational opportunities.

I think there is an increase in this budget of $27 billion to build more jails, to put more police on the streets, and to lock more people up. I have seen no increase in educational funding for incarcerated prisoners—in fact, no attempt to increase these funds. The idea of giving a Pell Grant to an incarcerated individual just makes people upset. I happen to believe the opposite, that we have to do that.

From your own experience, generalizing about others with whom you had an opportunity to associate at the time you were incarcerated, what kind of opportunities did you have and did they have? You obviously succeeded, but what was available to you, and did these opportunities make a difference in the period of time in which you were incarcerated?

Mr. HARRISON. Senator, I received a 10-year sentence for trafficking in heroin in 1986, and at the time, I had completed approximately 11th grade. So I did not have any real marketable skills.

And when you looked at the prison population, basically everybody was in that same situation—9th, 10th, 11th grade dropouts—doing a significant amount of time, primarily drug-related.

For myself, I saw that the only thing I had to offer society and the community that I came out of was my ability to sell drugs, commit crimes, and things of that nature.

I think the GED that I acquired, approximately 6 months after my incarceration, and then later my high school diploma, was the first time that I was able to offer an employer anything—you mentioned at one point the benefits of having a GED and a high school diploma, and that employers feel that that is worthwhile. Well, my current employer actually hired me with just a high school diploma, and today, I am a project director of a federally-funded "weed and seed" project that has been a national model for their work in the area of substance abuse.

If it weren't for the GED program and the high school diploma program, I would be nowhere. In fact, I would have to resort back to a life of crime, which would subsequently result in my reincarceration.

We talk about the recidivism rate, and for people who acquire their high school diploma—and this is just a guesstimate, because I was not prepared to speak today—but for persons without that diploma, within the first year of release, there is an 80 percent change that they will return. With the GED or the high school diploma, that is cut approximately to 58 percent in the first year; then the second year, it would go down to approximately 40 percent.

So the longer an individual is out, the less likely he is to commit a crime, provided he has the necessary, basic tools to get started.

I won a scholarship from Delaware State University for recovering addicts, but one of the prerequisites for applying for that scholarship was that the person have at least a minimum of a high school diploma. I met individuals who were incarcerated who were in the high school diploma program for 4 years, serving approximately 30 years on a sentence. I had the good fortune to be the keynote speaker at one of the graduate classes at Georgetown Prison in Delaware, and there was an individual who was graduating that year who had been in the program for 8 years.

I do have the first full executive pardon in my State for trafficking in heroin, which was granted to me by Congressman Castle when he was Governor, and one of the things I told that individual who had acquired his high school diploma was that the pardon board will not even look at you without the minimum education, GED or high school diploma, and society will not even look at you.

So I am going back in and emphasizing the importance of the GED and the high school diploma, from an individual who actually came from the crack house to the jailhouse, and now to the White House. So I think it is important that individuals like myself go back and share. And there was nothing unique that I did, except to acquire my GED and my high school diploma.

There were some other issues like family support, and working on my substance abuse was also a key factor, but as many of the panelists who have spoken have said, that collaborative piece with

community-based organizations and the private sector needs to be all-encompassing, and I do not think we are getting enough of that.

Senator JEFFORDS. I would just like to point out that I do not know what the cost is of the education that inmates receive, but I would imagine it would be minuscule compared to the $20,000 to $60,00 cost per year to incarcerate, depending upon where you are. It is amazing how we seem to get our priorities so fouled up in these matters when we come to deficit reduction—so we are going to spend $27 billion on building more jails and putting more police officers to put people in and do very little to try to keep them out through proper education. So your testimony has been very, very helpful, and I appreciate it.

Mr. HARRISON. Thank you, Senator.

Senator JEFFORDS. Mr. Stuck, you have a very intriguing story, and I just want to ask all the others how the Federal Government can take a leadership role in developing the public-private partnerships in adult education. What can we in the Federal Government do to encourage businesses, community organizations, and social service agencies to better coordinate their efforts on behalf of adult education so that we can replicate your efforts and those of other businesses so they the norm rather than being an outstanding example of what can be done?

Mr. Hart.

Mr. HART. Mr. Chairman, I do not know if I mentioned it in my oral testimony, but we have 15 paying business partners in Tucson in our workplace education project. They range from Hughes Aircraft, which employs about 10,000 people, to small, 5- or 6-person manufacturing firms. We have a very successful partnership at that level, and a lot of it was instituted by the workplace education program administered by the division of adult education and literacy out of the United States Department of Education.

I think that broadly, the Federal Government could encourage greater partnership and collaboration by offering funding incentive for demonstrated partnership collaboration, maximization of local resources.

I would like to see some way to analyze whether or not programs are doing that at the local level and at the State level, and if they are, for the Federal Government to build incentives to reward that type of work.

Senator JEFFORDS. Dr. Tracy-Mumford.

Ms. TRACY-MUMFORD. I concur with what Mr. Hart has said. In Delaware, we have workplace literacy grants, which require a 50-50 match from the public sector and the private sector. Each year, those funds are increasing at the State level because of that partnership. Other States are doing likewise.

Senator JEFFORDS. Mr. Stuck, your case is an interesting one, but I would point out that Motorola came to me many years ago. Theirs is an incredible story about how to compete internationally and use the local workforce, but they came to me because the law required that if you were giving training after hours, you had to pay time-and-a-half. And even though the people who wanted the education were getting the benefits from it, and the employer was willing to pay them straight time, they had to pay the workers time-and-a-half, which did not really encourage employers to spon-

sor education. We were able to change that so that employers can pay straight time, at least, when providing training.

We have had a history of disincentives in this sense, and I will be looking at ways that we can find incentives to promote education in the private sector, because it is certainly much more beneficial to everyone if businesses work with the community, and everybody wins in that situation.

Mr. STUCK. Senator, I would just mention that there was one thing that senior management asked me to emphasize, and that was if we do get Federal funding to do work site programs and things of that nature, we would like to have at least the guidelines to obtain that be as minimal as possible so that we do not end up with a lot of bureaucratic red tape to make it difficult to get that off the ground.

Senator JEFFORDS. I think I have heard that before. [Laughter.]

Thank you all very much. I deeply appreciate it. This is an incredibly important area where we have to do better, and you have shown strong examples of what can be done. And James, I want to thank you especially for being willing to be called unexpectedly to testify—I thought you had been well-briefed, the way you spoke.

Mr. HARRISON. Senator, I would like to mention one point that I forgot. It cost the State of Delaware approximately $75,000 to house me for 3 years, and maybe Dr. Mumford could tell me how much my high school diploma and GED cost in comparison.

Ms. TRACY-MUMFORD. Less than $500 a year.

Senator JEFFORDS. So $1,500 versus $75,000 over 3 years. That is not a bad deal.

Mr. HARRISON. Exactly.

Ms. TRACY-MUMFORD. It is an excellent deal.

Senator JEFFORDS. That is an important piece of information, and I appreciate your bringing it up.

Mr. EAST. Senator, we raise about two-thirds of our funds from corporations, foundations, and private individuals. And even with charitable giving, corporations are becoming more concerned with what is in it for them; they want to see payback to them, even for their charitable giving.

So in answer to your last question, I would say ask them, and they will tell you what they need to get involved in this arena, and they will tell you best what interests them, because they are becoming more concerned with what is in it for them.

Thank you very much.

Senator JEFFORDS. Well, that is not an unwise opinion, I guess, or feeling to have. We have to recognize and let them know what is in it for them, and certainly the facts demonstrate that it can be very beneficial, and it is incredibly important.

Thank you again for superb testimony, and I thank all of those who have been here listening intently. Go and spread the word.

[Additional statements submitted for the record follow:]

PREPARED STATEMENT OF MARY H. LEAHY, LITERACY TEACHER, CENTRAL VERMONT ADULT BASIC EDUCATION, INC.

Thank you on behalf of the adult basic education students, staff and volunteers in central Vermont who appreciate your willingness to consider how important Adult Basic Education (ABE) is to the vitality of its constituent communities. I

would like to add our voice, however brief our statement, to the testimony offered to the ABE Reauthorization hearing you will be conducting on May 19, 1995.

Central Vermont Adult Basic Education, Inc. (CVABE) is a nonprofit organization and the sole provider of free literacy instruction for the men and women of Washington, Lamoille and Orange counties for nearly thirty years. Annually we enroll between 700 and 900 adults who are learning basic literacy skills, who are studying for their GED or an adult high school diploma, or who may be studying English as a second language. We operate with a combination of resources: contracts with the Vermont Department of Education, local appropriations approved at March Town Meetings, dollars raised in private fundraising efforts, collaborative projects with other agencies and, most critically, a dedicated and expanding cadre of volunteers numbering over 400.

Throughout our history we have cultivated and relied upon the support of the communities we serve. In return, we have been able to deliver to them a learning program that continues to be responsive not only to the individuals who seek the help of this organization but to the larger need of the community whose well-being depends so critically on a thinking, literate citizenry. It is in answer to both requirements that we remain committed to providing the broadest educational opportunities for adults with academic deficiencies. Indeed, an adult basic education program should answer equally well the needs of a young parent who wants to be able to read a bedtime story to a youngster and the needs of the small business manager seeking remediation for technically trained employees who, nevertheless, cannot adequately write the most basic reports or understand communiques issued by their supervisors.

The concern we have now, prompting me to write you, are the decisions pending which could conceivably place ABE within an employment and training consolidation bill. Such a direction would, in practice, narrow the scope of the very educational offerings we extend to each of our adult students and which we have learned over time—from scholarly research as well as from the observations of leaders in our local communities—is absolutely fundamental to full adult participation in our society.

We cherish the fact that a free, public, basic education is the great privilege of living in this country and is the mark of an enlightened civilization. At the same time, we know that an unnecessarily large number of people have reached adulthood without having availed themselves of such an education for a variety of reasons. It is for them, for the neighborhoods they inhabit and the families they create, that ABE must be regarded as an essential, specific service. Furthermore, as we rush toward the year 2000 and the realization of the goal of a fully literate nation, ABE needs the support to do the work so urgently required with the integrity of its mandate preserved in order to provide a basic education for all adults falling within the current broad eligibility standards.

Thank you once again for the respect and consideration you have shown this issue which we believe to be one of utmost importance.

Senator JEFFORDS. Thank you very much. The hearing is adjourned.

[Whereupon, at 11:47 a.m., the subcommittee was adjourned.]

ISBN 0-16-047428-0

90000

9 780160 474286